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ABSTRACT

The study reviews 50 foreign language programs in the United States that are said to be both inspirational and useful for providing concrete information about the creation and preservation of successful language programs. The programs cited are exemplary and can serve as models for educators and administrators to study and visit. Program selection was based on the results of questionnaires and on-site visits. The following variables were among those used as guides to successful programs: overall enrollment in terms of the state average, rate of sequence completion (i.e., degree of attrition), scope of the program, and degree of proficiency as indicated by examination results. Each program profile presents background information and discussion and analysis of the features that make the program successful. The most outstanding general characteristics of success observed were: (1) articulated curriculum, (2) co- and extracurricular activities that integrate language study with school life, (3) high incidence of target language usage, (4) good administrative support, (5) effective use of community resources, (6) study and travel abroad options and exchange programs, (7) a strong public relations effect, and (8) a resolve to connect language study with the practical and concrete. (JK)

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Award-Winning Foreign Language Programs

Prescriptions for Success

WILLIAM D. SIMS

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In conjunction with the American Council on the Teaching of Foreign Languages

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Introduction

All across America, students, parents, educators, and politicians are beginning to take languages seriously again. This resurgence of interest in acquiring proficiency in a second language is due in part to conditions the President's Commission on Foreign Language and International Studies termed "scandalous," as well as a response to the alarming decline in verbal skills among the young. Americans are waking up to the reality that global interdependence virtually demands an ability to communicate in a language other than English.

Language education in America has been slow to catch up with these new trends, but there are signs that this is changing. Much and sometimes deservedly maligned, the profession has at times fallen short of providing instruction that is vibrant, immediate, and meaningful. In failing to meet the needs of its students, language programs throughout the country suffered acute enrollment declines and outright abolition. Despite a generally widespread inability to come to grips with the issue of teaching languages effectively, there are many language programs in America that are paragons of success, instilling in their students solid linguistic proficiency within the context of a broadened cultural awareness. While these programs are admittedly exceptional, most do not necessarily enjoy special advantages that automatically ensure prosperity. In other words, there is no reason why their unequivocal success could not to some degree be emulated by other language departments that wish to improve their instructional efforts. Our study acknowledges that substantive improvements are needed, but refuses to be defeatist about making these changes a reality. There are at least fifty programs in America that are doing a splendid job of teaching languages and can thus provide not only inspiration, but also a wealth of concrete information about how to create and preserve a successful language effort.

Conducted by the American Council on the Teaching of Foreign Languages, Inc. and supported by the Department of Education, this study grew out of a widespread concern about the future of language study in America, particularly in regard to instruction at the secondary level. While enrollments continue to decline, educators who wish to improve and revitalize their language efforts have no readily available source of information about what steps they can take to make their program a successful one. Believing that they are critically important to the survival of language studies in America, ACTFL is committed to drawing secondary school students back into language classes by providing the profession with pertinent information about how to attract and retain a significant proportion of these students.

The purpose of this study is thus to present fifty secondary school language programs in such a way that educators across the country can profit from their findings. These programs are not only successful, they are exemplary and can thus serve as models for educators and administrators to study and visit.

We have attempted to identify and describe programs that will stimulate serious efforts to improve the quality and success of language instruction. The commonalities and criteria we have established will also provide a repository of essential information which may facilitate future efforts to improve instruction in foreign language and international studies programs based on recommendations of the President's Commission on Foreign Language and International Studies.

The reader should note that formal research in this area is notoriously slight; exclusive bibliographic research, including an ERIC search, turned up scant evidence of inquiry about success in *any* discipline. Other than Renate Schulz' college-oriented *Options for the Teaching of Foreign Languages*, from which we greatly profited, and short case studies of successful programs published by the Association of Teachers of Slavic and Eastern European Languages and the Texas Education Agency respectively, the student of success is thrown back on his or her own resources. The study aims to fill this gap by providing a brief look at fifty successful programs from across the nation to anyone who wishes to gain a better understanding of how a successful program comes into being and how it stays that way.

* * * * *

It should be stated at the outset that while we concur with Congressman Paul Simon that the crisis in foreign language is a very real one, our study turned up so many instances of splendid language teaching that choosing fifty became an extremely arduous task. Our findings offer eloquent testimony to the many dedicated, creative teachers and programs whose success, sometimes in the face of daunting obstacles, is incontrovertible. Visits, telephone interviews, and correspondence with these people repeatedly convinced us that other teachers could turn their own efforts into credible and excellent ones, if they only had the necessary information and encouragement. We discovered that "success" does not necessarily mean affluence, extremely bright students, urban, suburban, college preparatory, or any of a host of other variables: any program can be a success if the staff approaches its work professionally, is genuinely involved with the students, and offers language instruction that is meaningful and relevant to the needs of its student clientele.

Across America we found truly inspiring examples of resourcefulness and creativity in language instruction and departmental management. Our search for fifty programs turned up a variety of ways to facilitate language instruction. For example, a German teacher in Ogden, Utah, has greatly facilitated communication with parents by designing as a supplement to report cards a profile of student achievement that assesses individual progress in acquisition of the four skills. In Dallas, Texas, the school district has established a special career center for students interested in intensively pursuing the many commercial applications of language study. At a junior high school in Denver, Colorado, the language department has devised an intraschool mail service to facilitate communication among teachers separated from each other by erratic room assignments. Another Colorado program has significantly improved both its image and vitality by creating a special guidebook to language study that is made available to teachers, parents, administrators, and most important, counselors. In Portland, Oregon, an International Studies Center makes it possible for qualified students to acquire a background in international careers as they take part in a wide array of study and travel abroad progarms. Another language effort in Cazenovia, New York, has struck a bargain with other subject areas that enables the program to offer a number of bona fide interdisciplinary courses. In short, there seems to be no dearth of either tenacity or resourcefulness among American language teachers. They do everything from inventing language-related computer programs to rewriting an entire textbook series found to be unsatisfactory.

Yet individual flashes of insight do not necessarily make an exemplary or even a successful program. In selecting fifty finalists, we have been mindful of recognizing such creativity, while at the same time ensuring that choices are made in accordance with predetermined standards. While it turned out that a distinct majority of programs employ some variation of the audiolingual approach, we had no methodological axes to grind as we narrowed the field of nominees. We have given serious consideration to any approach that seemed to work effectively, and we trust that the wide spectrum of programs and real plurality of approaches represented in this book evidence our resolve to seek success in whatever form it manifests itself.

* * * * *

The Successful Programs Project

At the inception of the project, we solicited nominations from a wide variety of sources, including national and state language organizations, state and local language coordinators, and well-known authorities in the field of language education. In an effort to reach as many diverse groups as possible, we announced our request for nominees in national and state newsletters and journals, to which many teachers responded by suggesting their own programs. Our efforts ultimately produced 260 nominations in the states, to which we sent a detailed questionnaire designed for the project by Policy Studies in Education, a New York consulting firm, and reviewed and completed by us; the text of the questionnaire is included in Appendix A, and the names of all programs submitting questionnaires can be found in Appendix B. Nominated programs were permitted to compete as district, school, or sequence efforts: FLES and ESL programs were considered with the proviso that they were articulated with a regular language program.

"Program" was defined as "an articulated sequence of courses in one or more languages." While we generally considered a complete sequence to be four distinct courses, we readily applied such a definition loosely or not at all in cases where a strict definitional construction might have eliminated a possibly successful program. Of the 260 questionnaires sent out, 148, or about 57 percent, were returned. We performed extensive data analyses on all questionnaires, and selected on the basis of this empirical data about seventy-five genuinely excellent programs for careful, intensive study.

It has been our experience that on-site visits are indispensable to the integrity of such a project. In choosing fifty finalists, we personally visited twenty-three programs, nineteen of which were ultimately selected. Budgetary restrictions precluded on-site visits to programs other than those in the eastern half of the United States. Within these restrictions, we did manage to see a good cross-section of programs from

New England to the Plains. In general, we visited only those that seemed exceptionally promising, and we tried to strike a balance between rural, small-town, suburban, and urban schools.

In the visits themselves, which of necessity were only one day in length, we insisted our complete independence to visit all levels of all languages offered by the program. We made an effort to interview staff members and to speak informally with as many language students as possible. We found that such direct contact with the programs is absolutely essential to whatever measure of success our study has achieved.

Criteria for "Success"

During the course of our work there has been much discussion about criteria for choosing successful programs. To make our initial selections, we relied on a number of dependent variables to give us an empirical picture of the language program under consideration. Our guiding principles were the following: the program had to develop some degree of proficiency in a substantial number of students; we compared in each case language enrollment by grade and total program enrollment to the state average, thus implicitly acknowledging regional variations (a direct comparison of language enrollments in the East with those of the Deep South is patently meaningless).

In general, we defined success in terms of how well a program attracted and retained students, as well as in terms of the program's capacity to develop readily measurable linguistic proficiency.

Program Selection

With these general precepts as working assumptions, we set out to analyze questionnaires, applying statistical measures to each questionnaire when appropriate in order to help us determine what constituted a successful program. These dependent variables included: (1) the number of different languages offered in the school; (2) the number of different levels available in the program; (3) enrollment ratio of students by grade level; (4) enrollment ratio of students by number of different foreign languages taken; (5) the completion ratio of students in each language sequence; (6) the average number of years of study completed by graduating seniors; (7) the average score on foreign language achievement tests; and (8) the percent of foreign language students who win local, regional, state, or national awards for excellence in language study. In essence, we relied most heavily on the following criteria: (1) overall enrollment in terms of the state average; (2) rate of sequence completion, i.e., degree of attrition; (3) scope of the program; (4) degree of proficiency as indicated by examination results.

Such an empirical method was extremely effective in the initial screening process, but less so once we had narrowed our choices to seventy-five clearly successful programs. Faced, for example, with three suburban New England programs whose statistical profiles were remarkably similar, we found it necessary to consider other factors in making a choice.

The above indicators were thus used as guides rather than as absolute determiners, particularly in cases where pertinent statistical data did not help us in any substantive way to choose between quite similar—and excellent—programs. We therefore make no claims to adhering exclusively to rigid statistical measures when such results were ambiguous. Thus it should be noted that what one correspondent gleefully termed "the fabulous fifty" in no way constitutes the fifty most successful language programs in America. The nature of our enterprise and the limitations imposed on us by both time and money precluded an exhaustive survey of all language programs in America. It does no dishonor to our fifty programs to note that while they may not be the fifty most successful, they are more importantly fifty exceptional programs that can serve as models of how success is achieved and maintained.

The Finalists

Having made such qualifications, we can confidently assert that our sample is a well-rounded one that includes programs of all sizes and persuasions from every geographic region of the country. While adhering to our criteria and standards, we made a serious effort to include a good cross section of programs by size as well as by region: thirty-eight of the fifty states are represented in this study, with just under fifty percent of the programs suburban. We do regret the failure of our repeated attempts to secure nominations from the Deep South. On the basis of population density and per capita income, more than one public school program in California ought to have been included, but we were simply unable to locate any others. California and the Deep South are thus underrepresented.

Another consideration aside from size and geographical region was adaptability, hence our emphasis on successful *and* exemplary. In some cases we encountered demonstrably successful programs that offered virtually no insight into the precise reasons for such success. Inasmuch as efforts such as these, however noteworthy, offered scant material for interesting and useful profiles, we rejected them in favor of other equally good ones that promised an exemplary success story.

We did not hesitate to employ several less than objective, empirical bases on which to make our choices, once the data analyses had been performed and the resultant empirical indicators offered limited assistance in making a determination. Since our objective was not to select the fifty most successful programs, but rather to choose fifty successful models for other language efforts around the nation, a final criterion was based on the potential usefulness of a description of prospective finalists.

* * * * *

Award-Winning Foreign Language Programs is meant to be read and to be used. It consists of brief but suggestive program profiles designed to provide the reader with concrete insights into what success means. The title of the book reflects what we hope is its practical nature. In each profile our readers will find background information followed by a discussion and analysis of the successful features that comprise the program's exemplary nature. The length of the profiles varies in relation to the amount and quality of information made available to us: programs that we were able to visit generally receive more extensive treatment than those whose profiles were largely the result of telephone interviews or written correspondence. Unless otherwise noted, all statistical data applies to the 1979-80 academic year.

A note about the physical arangement of the profiles: inasmuch as district and school-wide language programs face problems peculiar to related but often disparate organizational issues, we have grouped profiles on this basis in *Award-Winning Foreign Language Programs*. In general, matters of organization and coordination assume a primary role in the creation and maintenance of a successful district-wide language effort. On the other hand, the success of single sequence or school-wide programs in general depend on overcoming obstacles much more closely allied with day-to-day issues of classroom instruction and management.

Fourteen district-wide efforts are represented in our study. Of the remaining thirty-six, twenty-five are school-wide programs, three are independent schools. The other eleven programs are sequences in French (four), Spanish (two), German (two), Latin (two), and Russian (one).

Using *Award-Winning Foreign Language Programs*

Award-Winning Foreign Language Programs has been written specifically with language teachers in mind. While we hope that some of our readers will read our book in its entirety, we have purposely made program descriptions as self-contained as possible. The profiles have been written in such a way that they can be read independently of one another. Our unshakable goal has been to make the sourcebook as practical and useful as possible. We trust that the inevitable recurrence of ideas from one profile to the next will not inordinately burden those readers who wish to read the entire book. Finally, specialists in language sequences will find much to interest them in all the single descriptions because such seemingly distinct efforts share a number of important concerns.

This book is meant to be used actively, not simply relegated to a dusty, inaccessible shelf. For this reason, we have made every attempt to provide our readers with profiles that are practical, straightforward, and easy to use. To facilitate the book's use, we have introduced discussions of components of success with guide statements that summarize the successful feature in question. While in no way meant to be exhaustive, the following list includes the most outstanding general characteristics of success that we observed in the course of our study:

- articulated curriculum
- extensive co- and extracurricular activities that integrate language study into the fabric of school life
- provision for a central organizing authority, such as a coordinator
- a high incidence of target language usage
- special motivational techniques to promote such usage
- good administrative support
- an exploratory language course
- unusually long course sequences
- effective use of community resources
- accommodation of a broad spectrum of students through a wide array of options for language study
- study and travel abroad options; exchange programs
- an especially strong, dynamic staff
- provision for inservice training
- a strong public relations effort

- special recruiting techniques
- a resolve to connect language study with the practical and concrete.

The guide statement, **The Willard's Bluff program has developed a variety of motivational techniques designed to make the target language preeminent in the classroom,** is thus keyed to the successful features listed below.

At the conclusion of *Award-Winning Foreign Language Programs*, the reader will find a selected index of such descriptions that cites page numbers on which pertinent discussions of specific successful features can be found. This will afford interested readers a horizontal view of selected commonalities of success. A handy summary of such features as they relate to individual programs can be found at the end of each profile, together with the name of the person to contact for further information. This latter provision is directly related to the larger purpose of *Award-Winning Foreign Language Programs*: these profiles are not presented as exhaustive treatments of the programs, but rather as a kind of detailed abstract that will stimulate the reader to contact an appropriate program to request more information or perhaps even to arrange a visit.

Those who wish to read *Award-Winning Foreign Language Programs* selectively thus have the following options in using the book: they can

(1) read individual profiles of interest;
(2) limit themselves to studying summaries of successful program features included at the end of each profile;
(3) gain a good overview of what constitutes success by reading the highlighted guide statements;
(4) use the selected index to acquire more information about a successful feature common to several programs.

Any or all such reading strategies will help the reader to better understand what the precise dimensions of an exemplary language program are, after which we hope he or she will be moved to contact and perhaps visit the programs of greatest interest. As we learned through our on-site visits, there is no substitute for the excitement and the immediacy of being there.

* * * * *

In the writing of this book, indeed in completing this project, we have incurred many debts that we are happy to acknowledge. First of all, we wish to extend our heartfelt thanks to 160 teachers and administrators who spent countless hours completing a lengthy and arduous questionnaire; without their cooperation we could have done nothing. We are especially grateful to the language teachers who hosted our on-site visits. Congressman Paul Simon was kind enough to let us read a draft of his forthcoming book, *The Crisis in Foreign Language*, and Kathleen McLane of the Center for Applied Linguistics assisted us with an ERIC search during the initial phase of the project. To both we are deeply appreciative. We wish to thank Dorothy Huss and our Review Committee, who made many important initial suggestions. We should also like to express our thanks to Henry Brickell and Regina Paul, who designed most of the questionnaire. We trust our lapses into what Dr. Brickell terms "poetry"—the

willful rejection of empirical solutions in favor of insights that cannot be substantiated by statistical data—are infrequent and relatively venial. We also owe a profound debt of gratitude to our consultants: Renate Schulz offered us the benefit of her experience in doing an earlier study of successful college language programs, while Dale Lange offered thoughtful, perspecacious criticism of both the manscript and the project as whole. We are grateful for his kind support and forthright criticisms. We hasten to warmly thank our editor and typesetter, Cathy Linder, whose pertinacity kept us on schedule, and whose incisive editing saved us from many blunders of both logic and syntax. Our greatest debt, however, goes to C. Edward Scebold. It was he who conceived this study, and he has remained its guiding presence, encouraging us and gently exhorting us to do better. We owe him a profound debt of gratitude, for in a sense this is his book.

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Prescriptions for Success

Akron Public Schools
Akron, OH

Unlike many urban efforts through the nation, the language program in the Akron Public Schools is thriving. In the past five years it has actually experienced some growth. Part of the secret for such success is organization and flexibility. Like most large district efforts, Akron's continued vitality is the result of well-organized, articulated programs that espouse a commitment to accommodating a broad spectrum of students. When an Akron language teacher asserts that " 'Accommodations, Incorporated' is our middle name," he isn't just whistling the Goodyear jingle: this urban effort has enrolled a wide spectrum of students in a variety of programs that run the gamut from remedial to advanced and from traditional to individualized. In all, over 30 percent of the students in grades seven through twelve are enrolled in five levels of French, German, and Spanish, three of Latin, and two of Hebrew. Furthermore, Akron language students do well on state and national examinations and make good showings in contests—for the past five years, they have scored in at least the seventy-fifth percentile on the Ohio Language Test and several students have had winning scores on the AATG examination.

Home of the international headquarters of major rubber and motor companies, Akron is well known for its diverse ethnic populations and neighborhoods. Such cosmopolitan and ethnic plurality tend to create a receptive climate for language study that the program utilizes in a most effective way. The predominantly blue-collar families of Akron have a median yearly income of $15,000, and number about 200,000. Their 43,000 children, 37 percent of whom are college-bound, are enrolled in forty-three elementary schools, two middle schools, eight junior high schools, six senior high schools, and three vocational facilities.

FLES in grade six gives the language program important momentum.

The language program in the Akron district is twenty-one years old, and for the last twenty years it has conducted a compulsory FLES course that provides sixth-graders with 20 minutes of daily instruction in French, German, or Spanish, depending upon the school. Because it is compulsory, this feature brings to the program a broad base of students, and thus provides the foundation for an extremely active, well-organized and articulated language effort that extends through grade twelve.

FLES creates a receptivity to language study that has helped the program maintain its enrollments through the years. In Akron this course of study is not designed to develop proficiency in any formal, sequential sense, but is rather designed as a "readiness program" that instills in the students an acceptance of, receptivity to, and curiosity about language. In providing language study to the entire sixth-grade student body, the FLES program ensures a plurality of student interest and participation in the elective program.

Language study in Akron is closely allied with the real, the practical, and the accessible. Because it is designed to reflect the diversity of the district population, the instructional thrust is eclectic, mixing traditional with self-paced approaches. Language instruction is based on excellent curriculum guides that do not constrict a teacher's creativity and imagination, but rather offer suggested activities and a set of linguistic and cultural objectives. However, the brunt of responsibility to determine the specifics of how the curriculum will be implemented falls on the shoulders of the teachers.

Language instruction in Akron is predicated on the notion that, as a teacher in Goodyear Junior High School writes, "Foreign language is a basic skill and must be sold continually." The staff puts these precepts into practice by providing for the accommodation of as many different student interests as possible, while sparking the students' enthusiasm for language study through extracurricular activities and public relations ventures.

Widely diversified instructional strategies enable the Akron program to appeal to a broad spectrum of students.

The Akron program has in common with most successful district efforts a good curriculum, a well-articulated instructional effort, strong extracurricular activities, good study abroad programs, and an excellent coordinator. What makes the program particularly appealing, however, is its all-pervasive eclecticism in capturing the interest of a wide range of students.

One such effort is the language program at Central-Hower High School. Because of a curricular change several years ago that severely limited scheduling of electives, the department has adopted multi-level, self-paced classes in French, German, Latin, and Spanish. Through a combination of learning stations and teacher-made materials, this move to individualized instruction has been quite successful: in the ensuing six years, language enrollments in this inner-city school have climbed from seven to over 20 percent. Furthermore, this innovation has helped solve the articulation problem caused by lack of coordination with the nine very divergent feeder schools. Finally, as a result of the change, advanced level classes can now include, on an independent basis, interdisciplinary efforts that relate directly to students' interests. This provision has given rise to projects that combine language with music, art, history, journalism, and communication arts. Immensely popular with the students, this change to self-paced instruction at Central-Hower has sparked extensive program growth.

Another example of the Akron commitment to flexibility and accommodation is the language program at Buchtel University High School. The program has instituted a special magnet project to attract academically talented students to a special program in world cultures, languages, and literatures. This daily, three-period course of study integrates development of second language skills into a career exploratory program that includes individual research, field trips, lectures, conferences, etc. Students in the program have access to facilities at the University of Akron and can, with permission, enroll in tuition-free classes for credit. They also have access to a computer-assisted introductory and remedial language program.

While offering an important alternative for academically talented students, the entire magnet program has helped to invigorate the school-wide language effort as a whole. For example, the Advanced Placement program in French, Spanish, and German is being strengthened by the addition to special honors sections at most levels of each of the three languages, thus widening the scope and flexibility of the mainstream course of study. In its contribution to the thrust of the language program at Buchtel University High School, the Urban Demonstration Magnet Project has been a signal success.

Public relations and community involvement are key features of the successful district-wide language effort in Akron.

Each Labor Day more than 24,000 Akron townspeople attend the Nation of Nations Festival held at the Performing Arts Hall on the University of Akron campus. The capstone of public relations activities that go on year-round in Akron, the Festival includes a variety of ethnic foods, crafts, and performing groups, the total effect of which is a ringing affirmation of the strength and vitality of the Akron program. A striking demonstration of the intensity of the community's support for language study, this get-together has made language advocates out of several school administrators.

The festival is sponsored by the Akron Friends of Language and Culture, a community group of prominent citizens, many of whom are involved with the city's international firms. Besides underwriting this gala affair, the Akron Friends arrange cultural activities for the language students, including such diverse offerings as Marcel Marceau, the Munich Boys' Choir, and the José Molina Spanish Dancers. Furthermore, this citizens' group provides ten $250 scholarships for talented students who wish to pursue language studies or work in international trade at the University of Akron. To show its appreciation, the program has arranged to name these scholarships for the city's prominent citizens. The Akron program has benefited substantially from its efforts to integrate public relations with community relations.

The coordinator makes all this possible.

Nearly every teacher we contacted cited the work of Coordinator John Durden as one of the prime reasons for the immense vitality of the program in Akron. Esteemed by one Chairman as "our superior, chief liaison officer, mentor, and guide, our confidant, campaigner, and optimist," Mr. Durden is the *force majeure* behind the organization of the gigantic festival and the creation of the Friends of Language and Culture. It has he who supervised the practical realization of such conceptions. Like most coordinators, Mr. Durden acts as troubleshooter and advocate, silent partner and facilitator. His really unique success lies in his talent for infusing a spirit of optimism and cooperation into a language effort that as a result has become one of the best district programs in the country.

The language component of the Akron Public Schools owes its success to a resolve to make language study accessible to a broad spectrum of students. In specific terms:

(1) the program has maintained a compulsory sixth-grade course of study that cultivates receptivity to the idea of studying a second language;
(2) the diversity of language offerings makes language study available and attractive to all students;
(3) a well-organized public relations effort is complemented by generous community support;
(4) provision for a coordinator imposes a sense of order on a diverse program and imparts a sense of common purpose.

For more information, please contact: *John D. Durden, Akron Public Schools, 70 North Broadway, Akron, OH 44308. Telephone: 216/253-2150.*

Amherst-Pelham Regional School District
Amherst, MA

The Amherst-Pelham School District of 15,000 is comprised of rural and small-town communities in and around Amherst, Massachusetts. With a roughly equal distribution of white- and blue-collar families that have an average yearly income of $16,000, the district's seven elementary schools, one junior high and one senior high school accommodate 3,400 students, 68 percent of whom plan to attend a college or university.

The scope and size of the language program in this relatively small district is almost without equal. Nearly 60 percent of the students in grades 7 through 12 are enrolled in five levels of French, German, and Spanish, four of Latin, three of Russian, and two of Greek; there is also a small ESL program, as well as a FLES program of French and Spanish in grades five and six.

The community of Amherst has had a positive effect on the language program in the district.

Amherst is no ordinary small town. It is of course a college town, the home of Amherst College, of Hampshire College, and the main branch of the University of Massachusetts, which in part accounts for the unusually cosmopolitan nature of a town that size. Nearly half the residents are college graduates, and 20 percent have graduate degrees. Furthermore, a number of townspeople have lived abroad, and among the community's citizens are several native speakers of the languages taught in the district program. Both of these factors have helped create an ambience that is conducive to language study.

Parents are committed supporters of the language program and indeed were the motive force behind establishing a FLES program in grades five and six about ten years ago. Further, they can be counted on to provide outside assistance, such as coming to the school to give slide demonstrations of their own experiences abroad. The cosmopolitan nature of Amherst thus provides a sympathetic climate in which the language program continues to flourish.

Organization and flexibility are important strengths of the Amherst-Pelham language effort.

The curriculum was revised during the past five years, a step that enabled the Amherst program to articulate FLES offerings with the junior and senior high curricula, and thus provided an excellent basis for the innovative, eclectic approach to teaching languages at Amherst. In addition, the project has produced excellent courses of study for each level of language study. These documents, which succinctly detail cultural and linguistic concepts and objectives, evaluation procedures, teaching methods and techniques, etc., have proven to be useful instructional tools.

One of the major strengths of the curriculum is its inherent flexibility. Unusually long sequences in French, Spanish, and German offer students a wide choice of entry to and length of language study. There are several curricular options, including separate courses in all languages to accommodate regular and above average learners. Another choice is rather unique: ALPs (Alternative Learning Programs) enable especially gifted students with learning difficulties to move at their own rate through parts of the sequence with the assistance of "adjunct teachers" who may be outside tutors, parents, or peers under the supervision of a "faculty advisor." A final alternative involves study at the college level: students who qualify may take courses at Amherst College or the University of Massachusetts. Ten to 15 students choose to exercise this option each year. Such curricular flexibility is complemented by a genuinely eclectic teaching approach that manages to strike an effective balance between the extremes of traditional grammar-translation and cross-disciplinary "humanistic" methodology. In other words, global awareness is not cultivated to the detriment of linguistic proficiency, or vice versa. The end result is a healthy pluralistic teaching approach: the German program is now committed to a functional/notional syllabus at all levels, while French, Russian, and Spanish continue to espouse a more traditional grammar-based audiolingual approach. At all levels students are offered a variety of emphases from which to choose, and the current Chairman, David Brule, is convinced that this heterogeneity is one of the program's real strengths, both by design and through the independence of the staff. The language program at Amherst appeals to a large segment of the student population who come to them with varying needs, interests, and abilities.

The quality of language teaching at Amherst is in fact one of the principal reasons why the program has continued to flourish, despite declining enrollments across America. Members of the well-qualified, highly energetic staff have lived abroad for extended periods of time and are imbued with a spirit of innovation and self-appraisal. They constantly initiate new projects to develop motivational activities which encourage active use of the target language, as well as improve the quality of instruction. For example, staff members will soon be writing and pilot-testing a student achievement profile designed to monitor student progress and thus enable the teacher to make a more informed opinion about how the individual needs of students can best be served. Finally, just this past year the chairman created a new departmental organization which provides for a core of staff members from all levels of the program to participate in directing and coordinating, as a team, the total language instructional effort in the Amherst schools.

Out-of-class activities contribute significantly to the success of the program in the Amherst district.

It is a measure of the Amherst program's consummate professionalism that its staff is constantly involved outside the regular classroom. Faculty members cooperate regularly with language departments at the University of Massachusetts and serve as master teachers to student teachers. They also attend conferences, sometimes as presenters, participate in inservice programs within the district, or enroll in courses at the University.

The staff at Amherst fully acknowledge the necessity of transcending the confines of the classroom and insist on affording their students direct contact with the respective target cultures and languages. To this end, the teachers have devised for the students short-term travel programs to Canada, France, Mexico, and Puerto Rico; a partnership program with a secondary school in Germany which includes a four-week homestay and brings students from Germany into ARHS classrooms; a homestay program with Mexican families; and a hosting program for students from France. Students of Russian have participated in three-week travel programs to the USSR sponsored by Amherst College faculty. Finally, for the past four years, a family-to-family exchange has allowed students from Germany to spend an entire year at ARHS, while ARHS students spend the academic year in Germany.

There are extensive extracurricular activities involving the various language clubs. Recently the program instituted a German film series and is at present working on organizing a German theater group, all with the express intent of providing meaningful experiences using the respective languages, while at the same time imparting a sense of community and solidarity to participants in the Amherst language program.

The exemplary language program in the Amherst-Pelham school district ascribes its success to a complex of interrelated factors that ultimately enable it to accommodate a wide spectrum of students without sacrificing the indigenous high quality of instruction. In sum, these include the following:

(1) the program enjoys strong parental support;
(2) the broad and flexible curriculum encourages a degree of methodological pluralism that accommodates a large number of students of varying abilities and interests;
(3) through a critical self-evaluation, the staff constantly strives to improve the quality of instruction in the program;
(4) the program provides extensive opportunities outside the classroom for the students to use the target languages actively and authentically;
(5) the staff are involved in a host of activities beyond the classroom to further their own professional growth.

For more information, please contact: *David Brule or Georg Steinmeyer, Amherst-Pelham Regional High School, Triangle Street, Amherst, MA 01002. Telephone: 413/549-3975.*

Fort Worth Independent School District
Fort Worth, TX

Like many large school districts across the country, the Fort Worth District has suffered in recent years from an exodus of students to independent schools. In 1975 the administration decided, as a corrective measure, to institute a special magnet/vanguard program designed specifically for academically talented (though not necessarily gifted) students in grades four and five. To qualify, a student must score in the seventy-seventh percentile or above on the Iowa Tests of Basic Skills. Since 1975, the program has been extended through grade nine, and will ultimately terminate in grade ten.

To attract talented students to this program, the administration hit upon the idea of including in the curriculum a language requirement similar to that of the independent schools, a factor reputed to have made private education preferable in the first place. The language component of the magnet/vanguard effort may thus be considered the most unique feature of the program, and is, in the opinion of some, the principal reason for the new program's success. Since its inception, it has grown from a small pilot program to encompass 26 of the district's 69 elementray schools, 11 of its 17 middle schools, and 6 of its 12 high schools.

The large Fort Worth district accommodates over 65,000 students from predominantly blue-collar families whose average yearly income is $19,000. The district's population of 200,000 is comprised of roughly equal percentages of Blacks and Whites, and a substantial number of Hispanics. About 40 percent of the Fort Worth students plan to attend a college or university.

The language program in the Fort Worth district is also large, enrolling almost 20 percent (nearly twice the state average) of the students in grades six through twelve. In addition to an ESL program that is one thousand students strong, the district effort provides six levels of French, German, Russian, and Spanish, as well as five of Latin. In grade six students may elect "Adventures in Language," a special survey course, and there are in addition special high school courses in French, German, and Spanish for travellers, plus a comparative cultures course. However, the language staff is proudest of its contribution to the special magnet/vanguard effort, the focus of our profile.

The special option for academically talented students has infused new life into the district language program.

The special magnet/vanguard curriculum includes a requirement of five years of either French or Spanish in grades four through eight. Because language study is required, enrollment becomes a meaningful indicator of success only in grade nine when the language becomes elective. At this point it is of major significance that nearly 50 percent elect to pursue Level II work in ninth grade. In all, about 3,000 students are enrolled in the magnet/vanguard language classes.

This course of study is not accelerated; students cover the grammatical material of Level I in their five years of French or Spanish. The program's goals have been fashioned with a sense of horizontal enrichment, rather than vertical acceleration, and the work load and evaluative criteria are the same as in the regular classes. In the magnet program, however, the target language is preeminent from the very beginning and supplementary activities abound. Coordinator Annette Lowry explains:

> *Because these students learn faster than average youngsters, they master basic material quickly and have time for more communicative activities, broader vocabulary development, deeper studies of culture, and more fun things like dancing, singing, cooking, and crafts. They are expected to demonstrate responsibility and initiative for their own learning. They are given tasks requiring higher levels of thinking and creativity. The target language is the language of communication and everyone is expected to use it.*

A major factor contributing to the vanguard program's initial success is the truly exemplary work done by its cadre of master teachers, some of whom were and remain itinerant. Their willingness to spend hours of their own time creating special materials for enrichment, plus their singular devotion to interesting and motivating extremely bright and demanding students, has paid off handsomely in terms of program popularity. The success of their efforts is overwhelming: students are often overheard using the respective target languages in the hallways, and frequently tend to revert to either French or Spanish in other classes. The intense parental interest in and recognition of the program is demonstrated by its fourfold growth in the last four years. Such impressive expansion can in part be explained by the fact that the program provides ample opportunities for enrichment beyond the classroom.

Extracurricular activities have given the vanguard program an added boost.

These highly motivated students are among the most enthusiastic participants in out-of-class events funded by the district, which is quite generous about providing funds for local field trips and other "extras." The students in the magnet program are among the most vigorous participants in the local Language Fair, while many of those in the middle school program take advantage of the yearly excursions to Quebec and Mexico during spring vacation. Students from this program in fact make up the largest part of the participants in *Mes mexicano* and *Vacances françaises*, the district-wide summer travel programs to Mexico and France; others are so motivated that they spend the entire summer in Mexico.

Flexibility is one of the keys to success in the Fort Worth magnet program.

Although parents are increasingly eager for their children to participate in the program, admission is contingent upon an ITSB score in at least the seventy-seventh percentile. Regardless of the time of year, students are admitted to the program as soon as they qualify. Inasmuch as such a liberal policy can wreak havoc in a program, the staff has devised packets of take-home materials for fourth and fifth-graders who do not begin the program at the beginning of grade four. These materials include drawings of vocabulary items, a cassette of drills on pronunciation, vocabulary, and grammar; and some minimal grammatical explanations. Because language acquisition in the magnet/vanguard program does not occur in linear fashion, such a provision for late entry is particularly effective. While not a panacea by any means, the packet system has enabled the program to accommodate a far greater number of students than would have otherwise been possible. Because these students are bright and highly motivated, they are quite capable of making up rather large amounts of work with proper guidance and materials. The supplementary packets thus enable the Fort Worth magnet program to accommodate students in an effective way that promises to promote further program growth.

The language component is perhaps the major reason for the overwhelming success of the Fort Worth magnet/vanguard program in grades five through nine. Parents have been enthusiastic about enrolling their children in the program precisely because it promised to give the students an invaluable skill, facility in a second language commensurate with the level of instruction in the program as a whole. The successful district effort in Forth Worth is thus enhanced and invigorated by the magnet program, whose successful components are as follows:

(1) the special language program is staffed by master language teachers who are capable of challenging talented students;
(2) the program provides an array of out-of-class activities to stimulate the students' interest, providing practical application of material learned in the classroom;
(3) the program's flexibility with regard to point of entry has helped to expand the scope of the program.

For more information, please contact: *Annette Lowry, Program Director, Foreign Languages, Fort Worth Independent School District, 3210 West Lancaster, Fort Worth, TX 76107. Telephone: 817/336-8311 Ext. 378.*

Fulton County School District
Atlanta, GA

The Fulton County district is enormous—it measures 420 square miles, with nine incorporated cities, all suburban to the city of Atlanta. The diversity of the community is equally striking: there is a roughly equal mixture of rural, small-town, and suburban communities, with a total population of about 250,000 people, of whom 29 percent are Black. The district is served by 57 elementary schools, 17 junior-senior high schools, one middle school, two separate eighth-grade facilities, and a vocational center, with a total of 36,652 students.

The language program accommodates a staggering 41 percent of these students in complete sequences of French and Spanish in grades 5-12, and Latin in grades 8-12. Unlike many elementary school language programs that have foundered, Fulton's venerable, well-established FLES program is thriving. Furthermore, their ESL program is growing by leaps and bounds; like the FLES program, it is staffed by itinerant teachers. Other than the FLES program, where French or Spanish is required in grades 5-7, language study in Fulton County is elective, although for a so-called "academic degree" students may opt for 30 hours in science and 30 in a second language instead of the usual 60 hours in science.

In this time of budgetary cutbacks and outright elimination of what skeptics term "frills," the successful FLES program at Fulton County is especially worthy of examination. It is staffed by 31 specialists in French or Spanish. In this program the teachers are encouraged to prepare their own supplementary materials which are then edited and duplicated by the language coordinator, Martha McClure. Despite some cutbacks, the program has been able to hold on to FLES, and the staff attributes the success of the Fulton County program to the provision for completion of a language sequence by grade 11. They feel that it is essential for students to have the opportunity to study four years of a language before becoming seniors, when they are faced with obligatory college-preparatory courses. Since 65 percent of the students in the district plan to go to college, this is an important option for ensuring the vitality of the language program.

A strong central organization is essential for the continued success of a program serving such a large district.

In a program the size of Fulton County's the role of the language coordinator assumes real primacy with regard to the maintenance and growth of language studies.

Excellent support from an administration committed to the preservation of the FLES program has led to the hiring of a supervisor who is vested with the authority and wherewithal to direct and coordinate language activities on a massive scale. As in most large district programs where size can be a distinct disadvantage, a strong coordinator is essential for a language program's continued success.

The coordinator responds effectively to the needs of the district's diverse communities.

Because of the way the position is structured, the coordinator is able to serve the diverse needs of the rather heterogeneous communities in the district. One of the ways of creating a successful program is to ensure that language programs in individual schools are tailored to the needs of that particular clientele. The program is fortunate to have excellent curriculum guides that provide the framework in which to devise individual programs appropriate to the needs of a particular community. This is ultimately the job of the coordinator. She has at her disposal teacher-prepared materials, culture packets, and an array of other instructional aids that are indispensable to, for example, one school that wishes to inject some variety into its traditional curriculum. The coordinator is similarly able to help another school using audiovisual methods to structure a program that incorporates a good balance between text and media-oriented materials. The myriad resources of the coordinator's office, including an impressive selection of materials, support and complement the varied approaches to the languages taught in the system.

The staff feels that the strong emphasis on audiovisual aids is instrumental in encouraging the students to use the languages actively. Many of the students enjoy staging dramas, as well as plays, that they themselves have written, and this has turned out to be an important motivational factor. Among the videotapes we saw was a witty production in Spanish of "Goldilocks and the Three Bears," not to mention a most professional production of Molière's "Le médecin malgré lui." Such a dramatic emphasis on the spoken language provides an obvious spark to student interest, and helps to maintain the impressive enrollment of the program as a whole.

In Fulton County, public relations play an important role.

The coordinator is ultimately responsible for publicizing the program's activities, and must also act as liaison between the program and the administration. She is often on call for various extracurricular activities, such as directing the videotaping of the district's many dramatic productions in French, Latin, and Spanish. She has recently written and produced a slide-and-tape presentation, "Foreign Language Experiences in Fulton County," which has been presented to the Board of Education, as well as to various PTA groups. Such visibility is essential for the continued success and growth of so large a program. The coordinator is, in short, indispensable, whether her duties include finding a speaker of Lactian on very short notice for unexpected ESL students in a small elementary school in the south part of the district, or facilitating the implementation of the Méthode-St.-Cloud in the French sequence of one of the suburban high schools.

Languages are taught actively and situationally.

In the FLES program, the language specialists strive to develop basic communication skills in the target language; however, some areas of the interdisciplinary units are by necessity conducted in English. One notices nonetheless a high incidence of use of the target language in the elementary program, and at the high school level the staff is adamant about it. Whatever the orientation of the particular school, the resolve to use the target language as much as possible is a precept common to all programs that comprise the district.

The on-site visit

They aren't just whistling "Dixie." In our visits we found the target languages used almost exclusively, from classes of fifth graders to advanced courses in conversation. In the FLES program, the teachers encourage the active use of the language through a number of activities that keep the children busy and immersed in the language. For example, in a sixth-grade French class conducted almost entirely in French, the teacher used small, attractively illustrated posters to spark the children's interest in describing everyday objects such as food and clothing. These youngsters were quite eager and willing to use the language, and the teacher encouraged them by exploiting their naturally competitive sense. Another series of drawings led them into a good discussion of how changeable the weather had been in the past week. The teacher concluded the lesson by having her students write out, with grease pencil and slate, the present indicative forms of *être*; then they drilled the same forms through a series of completion exercises based on the model "Nous ne sommes pas fatigués."

Toward the end of the period the air fairly crackled with excitement as the teacher introduced the "Around the World" game with the "être" exercises, each student trying to give the correct answer before the others could respond. After each successful showdown, the teacher had the winner compete against the next person in the row, trying to go completely around the room before being tripped up by a faster classmate. The students clearly loved such active competition, and judging from the amount of French they had learned in just a year, it was clear that they were all winners. Such active, witty use of the target language is characteristic of both the FLES program and the language program as a whole in Fulton County.

The advanced language classes were of equally high quality. We happened to be visiting a French V class, a special semester-long conversation class, on the day the public learned about the abortive Iranian rescue mission. After a few minutes' preparation in groups, the students staged several impromptu interview programs in which the President was questioned by both a correspondent and (via a remote hookup) an anchorman in New York. The students' spoken French was excellent, and they showed remarkable inventiveness in posing and answering very tough questions. The whole exercise is indicative of the creative teaching that prevails in the Fulton County program. Obviously the Iranian crisis was on the minds of everyone that day, and the teacher was able to capitalize on this by diverting what could have been an impossibly distracting situation into a remarkably succesful venture in using the target language.

Replacing a fourth-year sequence with semester courses has decreased attrition.

The program's success in converting the Level IV curriculum to semester courses has meant a partial rejection of the standard survey of literature in favor of a focus on conversation and cultural matters. Such courses are particularly popular among students who plan to take language achievement tests. The change has also helped to strengthen enrollments in the upper levels by offering students a practical course that does not necessarily require a year's commitment to the language and thus will not compete with the college-preparatory classes that seniors are inclined to take.

The high school program has been further improved by the gradual implementation of the Méthode-Saint-Cloud available through the Rand-McNally texts. The staff is enthusiastic about this move to a more flexible, conversation-based method. The apparent mastery of grammatical and lexical items we observed in a French I class was truly impressive, in some regards approaching the degree of mastery—and surpassing that of pronunciation—in the Level IV class.

Beneath the fun and drama of the Fulton County program is an exceptionally serious commitment to developing in students a high degree of linguistic proficiency. A superbly trained staff is able to provide instruction of very high quality in an atmosphere of professionalism and creativity.

The success of the program as a whole boils down to several interrelated factors:

(1) Fulton County has a strong coordinator who is able to help individual schools meet the particular needs of the community of which they are a part through the dissemination of special teacher-prepared materials;

(2) the program offers a long sequence of courses which begins with an unusually strong FLES program;

(3) the program takes as its primary goal the development of linguistic proficiency; this is achieved through the production of dramas, situational learning activities, and a strong AV component that encourages the students to use the languages actively and creatively.

For more information, please contact: *Martha G. McClure, Coordinator of Foreign Languages, Fulton County Board of Education, 786 Cleveland Avenue, SW, Atlanta, GA 30315. Telephone: 404/768-3600 Ext. 244.*

Jefferson County Public Schools
Birmingham, AL

"Running a foreign language program," says Jefferson County language consultant Donald Hartman, "is like trying to push a string in a straight line." Despite its meanderings, the language program in this gigantic, donut-shaped district surrounding Birmingham is doing a highly credible job in a state whose average language enrollment is only 4 percent. The Jefferson County enrollments are, by comparison, more than three times the state average and have been steadily increasing from 8.8 percent in 1976 to 13.1 percent in 1979-80.

In a district that includes rural, small-town, and suburban communities, sheer size is one of the greatest obstacles to having a successful district-wide program: in Jefferson County 50,532 students attend 40 elementary schools, 16 junior highs, 19 senior highs, and 17 vocational schools. Yet the scope of the language offerings at Jefferson is certainly commensurate with the size of the district: the program offers 5 levels of Spanish, 4 levels of French and of Latin. There is also a FLES program conducted on an informal basis with volunteer teachers. Further, in this gargantuan district where 40 percent of the students plan to attend college, there is good evidence that Jefferson County students achieve a substantial degree of what Hartman terms "linguistic literacy:" they usually win state level honors, they tend to dominate state-wide language contests, and sometimes are winners of the AATF and AATSP national contests.

The provision for a full-time advocate for languages is the most important component of the program's success.

As in most large, successful district language programs, district-wide success is largely a function of organizational and promotional issues. The sheer size of a district compounds the problems encountered at the school level, especially in a district such as Jefferson County where the curriculum is only structured in very general terms. In short, this operation requires careful management to become and remain successful.

The creation several years ago of a Foreign Language Consultant position has enabled the language program in Jefferson County to significantly upgrade instruction and substantially increase enrollments. A master of promotional activities and public relations, Consultant Donald Hartman has managed to create a receptive atmosphere for languages while increasing enrollments by 50 percent in the last five years. Raconteur, wit, and master of the soft sell, he has even succeeded in convincing the Board of Education to acknowledge formally the value of studying languages, no mean feat in a state with a language enrollment only one-fourth the national average.

Considering Hartman's flair for public relations, it is probably no accident that for several years he hosted a successful Spanish course on Alabama Public Television. The consultant is an endless source of ideas for promoting language study, constantly creating promotional materials that are at once attractive and engaging. Slogans such as "There is only one thing on earth more powerful than a good idea . . . the ability to express it is more than one language" are incorporated into an attractively illustrated placard, duplicated, and then dispatched via the district's "pony express" system to all district language teachers, who color them and put them up on bulletin boards around the school.

Hartman emphasizes that almost anything can be pressed into service for language promotion. For example, a Spanish calendar that arrived one day in the mail only required the addition of promotional slogans and the program logo to be transformed into a very attractive piece of language propaganda that Hartman duplicated and distributed to all administrators and counselors. These promotional materials have made such an impact that several teachers in the system are now making their own: the language teachers at Hewitt-Trussville High created an attractively illustrated brochure, "Can't decide what to take next year? Why not try another language?" which they distributed to all eighth graders in the high school's feeder school.

Hartman makes it his business to get to know all counselors personally. He keeps in touch with them and always includes them in promotional mailings, such as the Spanish calendar mentioned above. Such actions, Hartman candidly admits, are conceived as long-term investments that will ultimately create a more receptive atmosphere for language study. While the consultant is committed to cultivating the support of counselors and administrators, he stresses the necessity for the soft sell: "I don't hammer away at them," he says, "I tap gently."

Out of his office come a number of useful materials that effectively supplement promotional items. The Jefferson County program has a thriving travel abroad component—each year 25 percent of the staff take groups on remarkably successful excursions to Europe and South America. Organization and planning are the keys: the program's attractively produced document, "Guidelines for Out-of-School Credit in Foreign Travel," treats the entire spectrum of issues related to foreign travel. Now available from ERIC (ED 169 704), the handbook contains such useful information as the Center for Disease Control's remedy for "Montezuma's revenge."

The consultant's office also provides the district language staff with a weekly newsletter that contains news about the staff, interesting gossip, and descriptions of new teaching techniques. Because they are highly personal, these newsletters help to create a sense of community in a district whose sheer size precludes extensive direct contact among the teachers. Hartman has also produced a "Foreign Language Teacher's Handbook." Now in its third edition, this eminently useful compendium includes items such as foreign language objectives and plans for accomplishment, teacher arts and foreign language materials, and extensive information about travel abroad. Also included are useful addresses, information about operative AV equipment, and a wealth of other practical information about teaching languages. Concluding with a catalogue of instructional materials available through the district resource center, the Handbook has virtually become the Jefferson County language teacher's bible.

The state supervisor has provided important support to the Jefferson County effort.

Hartman has an excellent working relationahip with state foriegn language specialist, Dr. John W. Howard, who has played an important part in helping establish an atmosphere congenial to languages. He has also facilitated Hartman's access to state level media, such as *Alabama Education*, the State Department's official publication. Both men work well together for the good of their causes: changing the prevailing attitude that regards language study as tangential and esoteric.

Furthermore, there is a curriculum project on the horizon: with Howard's support at the state level, Hartman has succeeded in convincing the Board of Education to establish minimum standards for language instruction, as well as to begin developing an articulated 8-12 program that will replace the present 9-12 program currently in existence. Hartman is thus in the process of extending the language program into junior high schools that previously had offered no language courses, while effecting the articulation and coordination essential to the growth and vitality of a district language effort.

The county hiring policy now requires that preferential treatment be given to prospective candidates with competence in a second language.

The expansion of the program into grade eight is undoubtedly responsible for some of the the enrollment increases, while the new program structure will undoubtedly contribute to an improved rate of sequence completion. In the long run, however, Hartman feels that his greatest potential success lies in his latest coup with the Board of Education. With support of the state foreign language specialist, Hartman has managed to convince the Jefferson County Board of Education that their hiring practices should reflect the importance of language study. In an unusual but gratifying move, the Board has directed the county personnel office to employ, whenever possible, only those new staff members who are certified in a second language. Furthermore, it has issued a memorandum to area institutions involved in teacher training, advising them that the county is now committed to hiring teachers who have had extensive training in a language. Hartman is especially pleased that the new policy has caused something of a stir throughout Alabama: the cosmopolitan nature of Jefferson County makes it a highly desirable location, and prospective teachers are eager to meet the county's employment criteria. Such a success is one small but important victory in what Hartman labels "the fight against linguistic illiteracy."

A FLES program staffed by volunteers enhances the language program in Jefferson County.

It is a measure of the program's seriousness and tenacity that it manages, by hook or crook, to maintain a small, informal FLES program, despite the conspicuous absence of curricular or budgetary provision. Because of this firm resolve to provide language instruction to children in the elementary schools, qualified secondary school teachers throughout the district give up their planning periods or other free time to teach French or Spanish. The fact that there are FLES programs in grades 2 to 7 in more than half the elementary schools is some indication of the extent of the staff's dedication to FLES. And in spite of the many obstacles the FLES component faces, it continues to grow. Samford University in Birmingham has recently taken an interest in the program, providing on a weekly basis advanced language students to staff 19 new FLES classes in French and Spanish as part of their required university course of study.

Consultant Hartman feels that this language instruction has had a positive effect on enrollments, although he acknolwedges that such an informal arrangement can by definition only create a receptivity to the idea of more formal language study. In conjunction with a provision for exploratory language study which was instituted several years ago, this commitment to offering languages to pre-secondary students has given the entire district effort real vitality and legitimacy. Hartman is justifiably optimistic that the new ruling by the Board of Education will pave the way for a more formal, extensive language program at the junior high and elementary levels.

A series of teacher-prepared supplements further encourages receptivity to languages.

During the initial weeks of all language courses, teachers rely heavily on "Welcome Aboard," teacher-made supplemental packets that acquaint students with the sounds of the language, everyday expressions, and cultural items. In addition to encouraging an active use of the target language from the very beginning, these packets create a receptive attitude to language study by giving beginning students a tangible, successful experience that is reinforced by the admission of tests before and after the unit.

Materials such as these flow out of Hartman's office in a seemingly never-ending stream. "Foreign Languages and Metrics: The Strong Defense for the Future," was completed this past fall and is being introduced into all third- and fourth-year courses. Other teacher-prepared materials are available at most levels in all languages, each with the express purpose of facilitating the active use of the target language via culturally significant materials that provide a positive experience with the language.

Through the creativity and hard work of its consultant, the Jefferson County program exemplifies how a district language effort can substantially increase both the size and quality of its instructional effort. Among the many activities involving the foreign language consultant, the following contribute significantly to the success of the Jefferson County program:

(1) the consultant provides all district teachers with attractive, engaging promotional materials for language study;

(2) the program has an informal but extensive FLES program that has helped raise language enrollments by creating an atmosphere receptive to language study;

(3) the consultant's productive association with the state foreign language coordinator has enabled him to improve both the quality and scope of language instruction in the district;

(4) the staff has at its disposal commercially and teacher prepared materials that offer students an early positive experience in the language.

For more information please contact: *Donald D. Hartman, Jefferson County Board of Education, A-900 Courthouse Building, Birmingham, AL 35203.*

Midland Independent School District
Midland, TX

Midland, Texas, is not only famous for cowboys, oil, and millionaires—it houses one of the most successful language programs in the Lone Star State. Especially in view of the size of the Midland district (population: 70,000), the scope of the program is impressive. It offers complete (9-12) sequences in French, German, Spanish, and Latin, as well as a very popular course in vocabulary development. Further, there are special Spanish courses for native speakers, in addition to honors tracks of French, Spanish, German, and Latin in Levels II-IV.

The district's 16,000 students are accommodated in nineteen elementary schools, three junior highs, two separate facilities for grade nine, and two senior high schools. Composed of rural and urban communities, the Midland Independent School District is 70 percent White, 17 percent Hispanic, and 13 percent Black. There is a substantial proportion (13 percent) of farmers in the district, as well as roughly equal numbers of white- and blue-collar workers whose average yearly income is about $25,000. Midland is the third richest city in per capita income in the United States. About 63 percent of the Midland students will attend a college or university.

Like most successful district language programs, Midland is well organized and has a strong, flexible curriculum, as well as an extremely capable coordinator who is able to maintain both methodological consistency and a high quality of instruction throughout the program. Another of the program's strengths is the unusually strong support it receives from the administration; several outspoken advocates of language study who insist upon excellence in education also happen to be members of the Board of Education.

Individualized instruction has been tailored to fit the needs of the program in Midland.

Unlike most of the programs described in this book, the Midland effort is firmly committed to a modified version of individualized instruction which emphasizes student-to-student and teacher-to-student interaction. The Midland second language curriculum was converted to individualized instruction nearly a decade ago, and since that time they have refined and improved their initial efforts by consciously avoiding the pitfalls associated with the approach, such as lapses of student accountability and degeneration of spoken skills. In designing the new courses of study, the Midland staff realized that methodology has to be adapted to the prevailing circumstances. What they created as a result is a highly organized, sophisticated curriculum that ensures both articulation and genuine student progress, to which the staff of sixteen is fully committed. "If you stay with individualized instruction three to five years," says Dr. Robert Carter, the coordinator, "you're there, there's no going back."

With enrollments of 18 percent in 1979-80 (the state average is 11 percent) and impressive showings in state-wide contests in French, German, Latin, and Spanish, the program is exemplary. While enrollments for the past five years have decreased by about 8 percent, they now appear to be stable. In fact, German and Latin enrollments are growing.

The language curriculum at Midland is constantly being refined and updated.

As is the case with any approach, individualized instruction has worked well for the program because the staff has viewed it critically. In terms of its relation to the overall curriculum, individualized instruction is treated as an approach that can be adapted to suit the particular needs of a program.

The staff began with a new curriculum, modular scheduling, and the A-LM series, and proceeded inductively from that beginning. To combat what seemed to be a threatened lack of oral development, the staff greatly improved and amplified language laboratory resources, engaging paraprofessionals to direct the two senior high school language labs. They also increased the amount of oral work the teachers were expected to cover with their students. The issue of student accountability was addressed through the development of a more sophisticated set of evaluative procedures contained within the packets. In fact, the term "Individual Interaction," which the staff prefers, reflects the concern that the packet system include certain evaluative mechanisms that discourage—rather than encourage—what Dr. Carter calls "chipmunking around," i.e., taking advantage of the inherent freedom of individualized instruction to avoid doing required work. And the program's strong inservice component, which mandates participation and release time, ensures that the staff remains up to date on the newest refinements in instruction, providing regular opportunities for improving their mastery of techniques related to individualized instruction.

Frequent evaluation is a key feature of the successful language program in Midland.

District-wide testing is of central importance to the program, because it enables the staff to place students at the appropriate level of language, while providing a useful index of how effectively the program is developing linguistic proficiency in its students. In a program that is individualized and thus encourages students to find their own pace, regular evaluation is essential, and the program finds that the Pimsleur serves its needs in French, German, and Spanish. Because they are able to measure the students' proficiency and progress accurately and frequently, they are able to accommodate the students most effectively. For example, the program has for the past ten years encouraged "promotion:" on the basis of test scores, students are able to move freely from level to level without the constraints a more rigid curriculum might impose; thus it is often possible for highly motivated students to cover two levels in one year.

The Midland program stresses the active use of the respective target languages.

Because of their superior training—almost all teachers have lived or studied abroad—the Midland staff are uniquely capable of developing in their students a high degree of linguistic proficiency. Pimsleur scores regularly fall into Stanines 7-9. Further, the staff has been involved in state curriculum development projects, and is quite active in professional organizations.

In a word, teachers are committed to making the target language the primary means of communication in the classroom. While their success in realizing such a goal is in part a function of their own linguistic facility, it also is largely dependent upon their attitude about teaching: the Midland teachers cultivate rapport with the students and make a real effort to be accessible. Speaking of the staff, Dr. Carter told us, "If you didn't know them, you'd want to know them."

Morale is high, in part because the staff gets excellent administrative support. For instance, language advocacy is so strong that small upper-level courses are regularly approved, even if they fall below minimum enrollment requirements. Resolved to provide extracurricular opportunities for the active use of the languages, the district administration encourages regular summer trips to France, Spain, and Germany, as well as French and Spanish summer immersion language camps located on the Prude ranch in the Davis Mountains. Responsibility for curriculum ultimately falls on the coordinator. In the case of Midland this is probably one of the reasons staff morale is so high. Robert Carter is uniquely qualified to supervise such a program. His training in curriculum development is complemented by his experience as a teacher and by his knowledge of four languages. The coordinator is therefore able to implement program concepts with authority, and at the same time he can assess instructional quality with an effectiveness that might elude a supervisor with a more limited background.

The coordinator assists the staff in acquiring techniques for managing departments and classrooms.

One of Dr. Carter's major efforts involves refining instructional capabilities within the program. The thrust of his work relates to the problem of classroom management, which quite logically arises from the nature of individualized instruction. To ensure that the individualized approach is used efficiently and effectively, Carter has adopted a questionnaire that concretely probes the consequences of innovation by having teachers state what information they need in order to better manage the learning environment. One specific example is the case of a teacher who required assistance in managing an individualized third-year Spanish class. On the basis of information supplied in the questionnaire, Carter designed an inservice workshop that addressed the specific needs of this teacher, i.e., it helped him improve the oral component of his class, as it guided him away from regimented classroom instruction. As a result, the teacher was able to improve significantly the lab work done in the course, while restructuring the class into seminar, tutorial, and listening groups.

The language effort in the Midland Independent School District is a well-organized, thoroughly articulated program that reaches a significant segment of the student population. The program's success can be schematized as follows:

(1) a full-time coordinator familiar with several languages monitors and refines the instructional capabilities of the program;
(2) the flexible individualized curriculum is continuously refined and updated;
(3) the staff is an especially strong one;
(4) a district-wide testing program is an integral part of the language effort;
(5) the program stresses the active and creative use of the target language, both in the classroom and via immersion experiences.

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Millard School District
Omaha, NE

A primarily white-collar district in suburban Omaha is the home of the language department of the Millard Public Schools, an especially strong instructional effort that serves students in grades eight through twelve in a junior high and a senior high school. In addition to its exploratory course in grade eight, the program offers four-year sequences in French, German, and Spanish; there are also special courses for the gifted in these languages.

The language program at Millard is demonstrably successful, enrolling 38 percent of the students in grades 9-12 (the eighth-grade exploratory course is required). Furthermore, Millard students regularly win local and state language competitions at Omaha and Lincoln branches of the University of Nebraska. They also do equally well on AATF, AATSP, and AATG exams: the program has state winners yearly and, occasionally, a national runner-up. Other endeavors of this highly active language program run the gamut form yearly festivals and Foreign Language Week celebrations to annual summer trips abroad for the students.

The approach throughout the department is an amalgam of traditional and audio-lingual strategies. Though inclined to make full use of an array of devices such as films, slides, etc. in order to capture the students' interest, the staff feels that a solid background in grammar is essential, and consequently devotes a substantial amount of time to discussion and analysis of grammar and syntax. At Millard the goal is communicative competence, but not at the expense of a thorough and rigorous grounding in the fundamentals of the target language.

A required eighth-grade exploratory course gives the language program important momentum and visibility.

The establishment of "Foreign Language Survey" six years ago is doubtless one of the major reasons for the high enrollments in the Millard program. In addition to laying the goundwork for developing a high degree of proficiency in a given language, this year-long course creates a genuine interest in, and receptivity to, studying a language. Inasmuch as it sensitizes students to the rationale for studying a language, the survey provides an indispensable means of dispelling prevalent fears and misconceptions about languages—in short, it demystifies language study and makes it accessible to a wide spectrum of students.

Taught by a team of three, "Foreign Language Survey" is designed to introduce students to the sounds and basic vocabulary of French, German, and Spanish, as well as to acquaint them with the geography and culture of the target countries. Included in the three twelve-week sessions—one in each of the languages—are basic expressions relating to greetings, colors, time, numbers, family members, weather, food, and the classroom. The course also includes rather extensive coverage of cultural items such as tourist attractions; festivals, holidays, and their customs; differences in the respective school systems; significant historical events; constrasting attitudes about drinking, etc. Because students receive a basic introduction to the sound system of each language, they enter the ninth-grade beginning courses with a solid background in—and an important receptivity to—the language they choose to study, which greatly facilitates classroom instruction. Equally important, as a result of the required Foreign Language Survey in grade eight, more of the Millard students elect to begin language study in grade nine.

An important factor contributing to the success of the Millard language program is the excellent support provided by the administration.

The highly successful exploratory course was developed not by the language department but rather by two principals, both staunch foreign language advocates who insisted that some form of exploratory language course be adopted. They originated the idea, and although the language staff worked closely with them, they were the motive force behind getting the plan sold to and approved by the School Board.

Such striking administrative support for languages is not unusual at Millard. This past year, two other principals redesigned the scheduling process in the junior high school so that, beginning in 1979-80, all students could be rquired to enroll in the exploratory course. Another principal was responsible for having a complete French sequence introduced into the curriculum several years ago.

Such administrative backing, though not unusual, is a lifeline of support in the Millard Public Schools. As a further example, principals are willing to authorize very small classes if possible, sometimes with only three students. Finally, by providing flexible scheduling that allows upper-level classes to meet on alternate days, the school administration has worked to eliminate the necessity of combining different levels of the same language.

Such cooperation signifies an implicit acknowledgement that the exigencies of language instruction differ radically from those of other disciplines. Not only has the Millard administration repeatedly confirmed such a precept, it has done its utmost to make language study an integral part of the Millard curriculum, and is now studying the feasibility of introducing a FLES program.

The language program at Millard greatly benefits from a flexible curriculum that enables it to accommodate students of varying abilities.

Support from all sides has led to the development of an excellent language curriculum whose design specifically encourages revision and refinement. The staff replaced the unwieldy curriculum guides with Curriculum Monitoring Notebooks, mini-curriculum guides for each level of an individual language. Each contains a rich array of pertinent course materials in a manageable format that can be—and is—revised yearly. Such a systematized division of labor facilitates articulation, while at the same time ensuring, for example, that a new textbook can be adopted without necessitating a new curriculum project.

More specifically, the flexibility inherent in the curriculum provides for accommodating students of varying abilities and interests. For example, the staff is in the process of creating a special five-year program in all three languages for gifted students. The Millard option for self-pacing enables motivated students to study independently and thus cover two years' work in one. Especially talented youngsters who complete the Level V requirement in grade eleven may make special arrangements to attend language classes, for credit, at the Omaha branch of the University of Nebraska. At Millard, if a student is willing to make the effort to study a language, the staff is more than willing to take whatever measures are necessary to meet the needs of that student.

A complex web of factors accounts for the success of the language program in the Millard Public Schools. Among the most important are the following:

(1) a compulsory exploratory course in grade eight helps to foster receptivity to language study, as it lays an important foundation in the essentials of French, German, and Spanish;
(2) solid administrative support has greatly facilitated the development of the program;
(3) a highly flexible curriculum and a correspondent attitude among the staff enable the program to accommodate a broad spectrum of students of varying abilities.

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Needham Public Schools
Needham, MA

The Boston suburbs are replete with excellent school systems. Newton South, Melrose, and Weston, to name only three, are all first-rate efforts that have demonstrably excellent language programs. However, we have ultimately chosen to focus our discussion on the program in Needham, Massachusetts, despite the fact that all these language programs are exemplary; the differences among them are minimal and rather involve different emphases and strengths. The scope of the Needham program, as well as its high enrollments and splendid rate of retention, make it the obvious choice for detailed discussion.

Needham encompasses a medium-sized district of 35,000 whose nine elementary schools, two junior highs, and one senior high accommodate 5,568 students from affluent and almost exclusively white-collar families; 85 percent have a yearly income of $30,000 or more. As one might infer from such demographic data, the program is primarily college-preparatory; 81 percent of the students plan to attend college. As one might further expect, the Needham community puts a high premium upon an instructional program of the very highest quality.

Such a commitment to excellence is readily apparent in the district language program, the only one in the state to provide complete 7-12 sequences in French, German, and Spanish that meet every day. In addition to the six-year sequences which are tracked in Levels I-III, the program also offers, in a shorter sequence, three years of Italian and four of Latin and Russian, as well as a medium-sized ESL program.

Unlike many of the programs described in this book, Needham offers no grippingly dramatic success story with a marvelous reversal of sagging enrollments and an ultimate triumphant success. The hallmark of Needham is stability, and the present program, founded in 1963, can be likened to a fine instrument that has been functioning beautifully for quite some time and needs only occasional adjustment. Nearly 70 percent of the students are involved in the language program, with 25 percent concurrently enrolled in a second foreign language. Not only are enrollments more than twice the state average, attrition is remarkably low: nearly half of all Level I French students, and more than half of the Level I German students complete Level IV. The high enrollments and low attrition have been stable for the last five years.

The program is fortunate to have at its disposal splendid resources: each of the three secondary schools is equipped with a language lab, and the senior high houses, in addition, a language resource center containing a wide assortment of supplemental materials. An equally important though less visible resource is the full-time director of the program, George H. Morse, who coordinates the varied junior high and senior high programs and in general ensures overall program unity and curricular consistency.

The success of the program is reflected in the results of the district-wide testing program in grades 8, 10, and 12. The marked increase in MLA and Pimsleur scores suggests that the program is attaining its goal of developing a high degree of proficiency in its students, whose average CBAT score over the last five years is 542. Such success is undoubtedly related to the program's resolve to offer authentic experiences with the languages: the staff takes students abroad during the Christmas and Easter recesses and during the summer, and they report that these students get along remarkably well in the foreign countries. In addition to many field trips, Needham has recently instituted a special pilot program in which advanced students teach fifth and sixth graders an exploratory course in French, Italian, and Spanish; there is even a special provision by which advanced students teach French one day a week in a home for the aged.

The program itself owes a large measure of its instructional momentum to excellent curriculum guides in each of the language areas; these are succinctly written documents that detail course philosophy, objectives, content, methodological suggestions, recommended teaching activities, teaching aids, and evaluative procedures. The approach at Needham, however, is hardly uniform. Inasmuch as the staff are encouraged to use the curriculum guides as a basis for their own creative instruction, the methodology at Needham can be described as eclectic. Nor is the curriculum static: there are standing curriculum committees for each language, and at present there are ongoing curriculum projects—for which the committee members are compensated—to develop supplementary materials and new semester courses in French, German, and Spanish. This procedure has ultimately resulted in a flexible, fully articulated curriculum for grades 7-12 that is implemented by a well-travelled, extremely talented staff.

The commitment to excellence at Needham mandates the predominant use of the target language in the classroom, the realization of which can ultimately be attributed to the superior instructional effort of the staff. That the program embraces the highest educational standards is revealed in its statement of purpose:

> *The desired ultimate result [of language study] should be the ability to comprehend and speak with a near-native fluency, to read a foreign language in its broad everyday idiom as well as its literary masterpieces with ease and enjoyment, and to write an original composition with a sense of style and syntax.*

Our visit confirmed that such a fine-sounding statement is not merely prescriptive, but is in fact descriptive of the program as a whole.

Pacing is an important aspect of the successful language program at Needham.

That the staff takes its work seriously was reflected in the many excellent courses we observed. While many of the Needham language classes were rigorous and intense, they were well paced, with ample diversion. Often an extremely demanding lesson is relieved by what might seem to be digression, but is in fact a carefully orchestrated part of the day's class. In Latin II, for instance, students who had been struggling with a particularly difficult passage from Caesar were treated to a 15-minute discussion of the Roman calendar and its effect upon our modern one. The students took visible delight in the dynamic teacher's vivid account, and their renewed vigor in pursuing the difficult constructions in the Caesar text offered eloquent testimony to the effectiveness of the technique.

Semester-length courses in the upper levels of French and Spanish have helped to blunt attrition.

Beginning in Level II in Spanish and Level IV in French, the Needham program has eliminated standard year-long curricular offerings and has substituted semester courses in a variety of subject areas. The Needham staff is justifiably enthusiastic about broadening their base of appeal, and strongly feel that such a policy has enabled them to check the age-old problem of diminishing enrollments in the upper levels. Such courses make sense in purely utilitarian terms, since juniors and seniors are more likely to register for classes which do not entail a year's commitment.

More important, the plan addresses the increasingly thorny problem of whether students will study literature or continue their training with the language. Needham's solution expands the options for advanced study by structuring semester offerings in terms of language- or literature-related content. In Spanish, for example, an advanced student currently has the option of enrolling in contemporary Spanish literature or advanced composition and conversation. Similarly, instead of being faced with traditional Level III curricula, third-year Spanish students may opt for either introductory reading or grammar. The French department has a special course for students who wish to take the Advanced Placement language examination, and its immensely popular *Français vivant*, taught by a native speaker of French, provides a practicum that addresses topical issues bearing upon French culture and language.

While no panacea against attrition, the introduction of semester courses in Levels III and IV does impart an important element of flexibility to curricula. At the same time it gives students choices, thus ensuring that a significant number of them will continue with the sequence. As one of the *Français vivant* students told us, "I want to become fluent in French and this [class] is the place to be."

The Needham program is thriving because its superbly trained staff work effectively within the context of a well-designed, flexible curriculum to accommodate students of varying interests and abilities. Mainstays of this successful program include the following:

(1) semester courses are offered on the advanced and intermediate level, allowing students to decide which areas they wish to pursue;

(2) the curriculum is articulated, well-organized, and constantly updated, thus providing a solid framework for creative experimentation;

(3) the target language is used almost exclusively in order to reach the stated goal of developing near-native proficiency in the students.

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Washington Township School District
Indianapolis, IN

Suburban to Indianapolis, Washington Township is the largest and one of the very best school districts in the state. Its high academic standards are a matter of record: for the past five years it has been among the 10 public high schools with the highest number of National Merit Scholars. The district demographics suggest that this is in some ways almost a textbook example of a suburban school system: the average family income is well above $30,000 per year, the community is predominantly white-collar, and parents are extremely active in the school's affairs. One senses in this community of over 80,000 a very strong and often tangible commitment to education. Of the district's 12,000 students in 23 elementary schools, three junior highs, and one senior high, 72 percent will attend a college or university. This is not to say that the school is exclusively college-preparatory. However, the instructional focus in the high school is decidedly academic, the standards are high, the students are committed to getting a good education, and the staff is eminently professional and provides instruction of high quality.

The language program in the Washington Township Schools reflects this emphasis on quality education. It is, in the first place, a substantial one, offering five levels of French and Spanish, four of German and Latin, and three of Hebrew. Advanced language students from Washington Township do extremely well on the AATSP and AATF examinations, and several are invited each year to participate in the Honors Abroad Program sponsored by Indiana University in Bloomington. District enrollments average 40 percent, and attrition in German and French is strikingly low: nearly half of all students who sign up for Level II continue in Level III. An especially attractive feature of the program is its strong, well-organized travel abroad component, with summer programs in France, Mexico, Germany, Austria, and Spain. Furthermore, the program has recently embarked upon a five-week long summer course of study in France, which so far has met with gratifying success. All in all, this very active language program in Washington Township is characterized by teaching of exceptional quality, which is complemented by provision for both an academic and cultural experience abroad.

The program is well designed, with good curriculum guides which prescribe without unnecessarily constricting the imaginative capabilities of the teachers. This absence of curricular restraints makes possible the creative teaching that is a hallmark of the program. Further, language instruction is appreciably enlivened by an array of electronic equipment which the staff very effectively integrates into classroom instruction.

One of the German staff teaches vocabulary via computer.
The Senior German teacher has for several years used computer programs to assist the students in reviewing aspects of grammar and syntax. With the help of the coordinator of the computer center who is himself German, German IV students write programs for Level I and II classes to aid them in learning new vocabulary items. All of the teachers acknowledge the importance of computer technology, and are in the process of acquiring the necessary skills for using the computer actively in classroom instruction. Some videotaping is also done. For example, one of the French classes we visited had just finished taping a restaurant skit, and the students were enthusiastic about how much their pronunciation had improved as a result of seeing and hearing themselves on tape.

There have been substantive curricular adjustments in an effort to cover a more realistic amount of material.
In the last few years, French and Spanish teachers have begun to emphasize communicative competence, extending the work of Levels I and II over a period of three years. The staff are quite pleased with what they consider a more realistic approach to teaching grammar and syntax. In addition to amplifying the spoken content of all three courses, the change has, at least in French, blunted attrition in upper level classes. Although German and Latin continue to pursue a more traditional curriculum, a generally innovative orientation prevails here as well, as evidenced by the use of computers in upper level German and the presence of videotaping in Latin. Although the Hebrew course has traditionally been designed to help students acquire a reading knowledge of the language, the courses of study in Washington Township are taught with a strong audiolingual orientation. This Hebrew sequence cultivates both reading and speaking skills, with a healthy dose of practical vocabulary to ensure that the students develop some measure of communicative competence.

The on-site visit
As noted above, all of the classes we visited were of very high quality. Two, however, are especially worthy of further comment here. In accelerated French IV we listened to an excellent presentation of idiomatic expressions in which the teacher incorporated various facts about the class, such as the circumstances of a student's absence, as points of departure. The upcoming SAT, very much on the students' minds, provided the basis for an examination of useful idioms such as "se rendre compte." The teacher soon digressed to review with his students the French numerical grading system, and was careful to remind them that one says "j'ai eu" and not "j'ai reçu" in stating what grade was received. Simple drills with "devoir" quickly turned into a lively discussion about what students took to be the riotous banality of "The Lawrence Welk Show," while a review of subjunctive verbs soon focused on Kermit, Miss Piggy, and the other Muppets. What we were of course really watching was an exceptionally sly review of some rather tricky points of grammar done in a highly sophisticated, witty, seemingly offhand way that the students simply adored. The instructor's virtually native French was mirrored in the students' excellent pronunciation and mastery of the language, clearly a reflection of their exposure to such a superb teacher.

Such captivating teaching was not exceptional. A Level II Spanish crackled with excitement as the teacher, without saying a word, wrote on the board: "Escriba una fortuna en un papelito." The class silently did as it was told, then the teacher read the fortunes aloud, making very few corrections. Each fortune prompted a most spirited discussion about how well the fortune at hand applied to the person it was written for, ultimately giving rise to a lively discussion of the students' interests and the teachers' marital status. In the Middle School we observed a comparably excellent beginning Spanish class where teacher and students discussed via the overhead "Buena excusa," a witty series of cartoons depicting the misadventures of a student who had lost his homework. The students were able to narrate—completely in Spanish—the action as revealed in the drawings, which they then presented extemporaneously in dramatic form. As in most of the classes we observed, the almost total use of the target language suggested that in Washington Township students are learning to use language proficiently and creatively.

The support of the community is salutary.

The strong Parents' Committee in the Washington Township schools is intimately involved in shaping school policy, and in fact exerts significant influence on the day-to-day workings of the school. Through its support of study-abroad and its insistence that the curriculum include a wide range of language courses, the parents' group makes a vital contribution to the success and integrity of the language program. Perhaps the most revealing example of such a commitment is the pressure parents brought to bear in having the senior high department chairman's position redefined to include supervision of the entire language discipline. Such a move toward centralizing the separate, uncoordinated language programs has been a major step in strengthening, as well as upgrading, the quality of language instruction in Washington Township.

The chairman of the program makes a significant contribution to the maintenance and direction of the language program.

Besides managing the program as a whole, the chairman is responsible for conducting evaluations of all language faculty members, both tenured and non-tenured. A school-wide policy, this evaluative system is unique in that the chairman and the faculty member to be evaluated meet both before and after the visitation to discuss yearly goals and together assess the degree of success the faculty member has had in implementing those goals. An especially useful feature of this program is the relative concreteness with which the goals are formulated, such as "Learners will master the future tense of regular 'er' verbs." Of course the success of such an effort depends in large measure upon the tact and insight of the chairman, but in the case of the Washington Township language program this provision has worked rather well in encouraging good teachers to improve their teaching through the rather formal process of planning, implementing, and evaluating teaching objectives.

Such formal provision for teacher improvement is indicative of Washington Township's professionalism and commitment to high standards. This large district program works very well because of a number of interrelated factors:

(1) parents are actively involved in setting school policy and offer a wide range of support;
(2) a superbly trained, stable staff is frequently evaluated and urged to examine its teaching analytically and qualitatively;
(3) the chairman is allowed to coordinate the entire program and is thus able to act as liaison between the program and the administration.

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Parkway School District
Chesterfield, MO

Suburban to St. Louis, Parkway School District is well known for its excellent school system, and its language program, the largest in the state, certainly lives up to Parkway's reputation for quality instruction. The district language program includes five levels of French, German, Latin, and Spanish, and four of Hebrew. Enrollments are high—43 percent of all students in grades 7 through 12 study a second language, as compared to the state average of nine percent. Furthermore, Parkway students tend to stay with the language: of those beginning in Level I, one student in three finishes Level III of French and German, while one in four completes four years of Spanish.

This district is typically suburban: its families are primarily white-collar or professional, and their median yearly income is above $30,000. With a population of over 100,000, the district has 22 elementary schools, five junior high schools, and four senior highs which accommodate approximately 25,000 students, 75 percent of whom plan to attend a college or university.

Success in a large district program depends in large part on its organization. Extending to nine secondary schools, the Parkway program requires the supervision of a full-time coordinator who monitors the instructional effort and ensures that the curriculum is properly implemented. A curriculum project that concluded in 1971 has produced courses of study that ensure articulated, smooth transition from level to level in each of the five languages offered in the program; included in each section of the curriculum are clearly defined performance objectives in seven skill and content areas. More recently, the staff has developed criterion-referenced achievement tests for Levels I and II of French, Spanish, and German. In addition to organizing the district-wide program, these innovations have made a significant contribution to increasing enrollments and improving rates of sequence completion.

The Parkway program is committed to making language study accessible to students of varying interests and abilities.

One is tempted to infer from the stability and economic level of the Parkway families that the language program has a captive audience of children of affluent, highly ambitious parents. Coordinator Barbara Kelley takes issue with such as assessment:

> *While it is true that we enjoy excellent community support for our programs, this was not a "given." The majority of our patrons hold jobs of a technical or sales nature, and reflect all of the standard American values which do not hold foreign languages in any special regard.*

According to Mrs. Kelley, the success of the program is not "an accident of birth, but rather the result of a conscious investment of effort."

The facts about the Parkway language program tend to support such a claim. Since the conclusion of the curriculum project in 1971, the staff has gone to great lengths to stress the accessibility of language study to all interested students. Realizing that the program's success depended in large part upon its ability to broaden its appeal, the teachers organized a massive effort to attract students other than just the intellectual élite. Espousing the principle "Foreign Languages for Everyone," the staff arranged a series of extravaganzas (festivals, international dinners, etc.) to make languages more visible and more appealing.

At the same time, the staff developed a series of cultural workbooks. Called *Culture Capsules*, these teacher teacher-prepared materials generally enliven the instructional effort by demonstrating the close connection between language and culture. To open the language program further, provision was made to allow students to enter a given sequence at any point in their secondary schooling. To mitigate the fear and consequences of failure the program established a policy that permits students to repeat any language level without penalty up to grade ten. All these efforts together resulted in a tangible upsurge of interest in the program, thus the innovations ultimately had the effect of making languages accessible and attractive to a broad spectrum of students.

A growing exchange program has helped to invigorate the Parkway language program.

Out-of-class activities are a major component of the language program in the Parkway district. Regularly scheduled events, such as international dinners, language festivals, weekend immersion experiences, and dramatic productions such as Dürrenmatt's *Der Besuch der alten Dame* all contribute significantly to the strong extracurricular dimension of the program.

By far the most popular program feature—and the most effective in terms of generating interest in language—are the thirteen travel and exchange programs with France, Canada, Germany, Spain, and Mexico. Most of these excursions include homestays of two to four weeks, involving 450 Parkway and foreign students each year. The Parkway summer exchange programs probably account for more foreign visitors to the St. Louis area than any other agency or business.

The extent of the effect of these exchanges on students and their families is directly proportionate to the sheer size of the effort: besides experiencing improved linguistic proficiency as a result of the homestay, students continue to profit through correspondence, visits, and even transatlantic telephone calls long after the exchanges have concluded. Thus the homestay programs have had a significant effect on enrollments, though it is difficult to measure this with any precision. Nonetheless, the fact that students must be currently involved in language study in order to participate in the travel/exchange probably is in part responsible for the steadily increasing numbers of students enrolled in upper-level language courses.

The exchange programs have also decisively affected the community's perception of the language program. Families who sponsor a child from abroad usually become devoted advocates of the Parkway program, thus creating a spirit of good will among the parents. The amount of rapport the exchange program itself generates is tremendous. According to Mrs. Kelley:

> *The community routinely sponsors for the foreign guests progressive dinners, skating parties, pot luck suppers, song fests, ice cream making parties, square dances, float trips, and every other kind of traditional American event one can think of.*

The exchange program ultimately becomes the most direct and at the same time most heartwarming way of acquainting the community with the value of studying a language.

The sense of community among the hard-working staff makes a signal contribution to the success of the Parkway program.

It is important to recognize that the successful travel/exchange program is possible because of the dedication and capability of the Parkway language teachers: the program as a whole thrives because the staff work so well together. They willingly and without pay accompany groups of students abroad and help coordinate stateside homestays. In two senior high schools separate exchanges with Germany, France, and Spain are sponsored year after year by the same three teachers, all of whom have devoted the past four summers to this project.

The community spirit characteristic of the teachers in this unusually high-quality language program is essential to any successful district program. The Parkway teachers' penchant for cooperation and support manifests itself in a ready willingness to share materials. Teachers exchange units they have written, and, most important, ideas; they also collaborate in special summer workshops designed to produce curricular innovations. Two German instructors responsible for all course offerings in different schools have even devised a drop system that enables them to exchange lesson plans, quizzes, and other instructional materials each day. This spirit of cooperation and mutual support is, in Barbara Kelley's words, "the most outstanding feature of [the] instructional program," the final component of the successful language effort in the Parkway district.

Parkway has all the ingredients of a successful district program: a flexible, well-articulated curriculum; good inservice training; strong out-of-class activities; and splendid facilities. Yet success is hardly a function of what Mrs. Kelley rightly calls the " 'If I had a carpeted classroom and an overhead projector, I'd be a good teacher, too' syndrome." "The success of the program," she avers, "lies squarely on our ability to provide quality instruction to large numbers of heterogeneous students." Parkway is ultimately a success because the staff's ceaseless efforts have made the Parkway credo "Foreign Language for Everyone" a reality. In concrete terms, success at Parkway is a function of the following:

(1) to make language study accessible to all students, the program has devised a number of strategies, such as provision for enrolling at any point and repeating courses without penalty;

(2) attractive out-of-class activities, including a thriving exchange program, provide important visibility while offering students authentic experiences with the target language and culture;

(3) a well-qualified, dynamic staff is strengthened by its spirit of community and cooperation.

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Public Schools of Edison Township
Edison, NJ

Edison Township in central New Jersey is in many respects a typical American school district—its ethnic composition reflects that of the nation at large, as does its per capita income, and there is an equal balance of white- and blue-collar workers. With a population of about 70,000 and approximately 12,000 students in grades 1-12, the district is principally suburban, with four junior high schools and two senior highs. Its above-average per-pupil expenditure, however, suggests a commitment to education that is far from typical.

The language program at Edison reflects this commitment, offering full four- and six-year sequences in French, Spanish, and German, as well as an ESL program in K-12. With an enrollment of 44 percent (the state average is about 30 percent) and surprisingly low rates of attrition (16 percent from Level I to Level II), the Edison program is exceptional. It regularly produces many state and national language contest winners, while boasting a strong Advanced Placement Program in French, Spanish, and German; as ninth-graders (1975-76), 72.8 percent of the 1978-79 graduating class was enrolled in language courses. The program in Edison Township is strong and demonstrably succesful: it attracts and retains a wide spectrum of students who clearly develop a high degree of linguistic proficiency.

Yet this was not always the case. At one time, provincialism, lack of pride, and a hodge-podge of courses and materials prevailed. All this changed as a result of the staff's and administration's dispassionate evaluation of the program, which ultimately resulted in a massive project to redesign completely the curriculum. In addition to creating a fully articulated, unified program, these changes ultimately led to improved communication from school to school, as well as a new sense of community and dedication among the staff. In short, Edison is a bonafide success story that is worthy of careful study precisely because the district itself in many ways typifies the average American school district.

The Edison program is primarily audiolingual, having adopted at all levels the McGraw-Hill series. According to the language supervisor, Dr. Rebecca Stracener, "the program is predicated on the belief that the four skills are interrelated and reinforce each other," resulting in a balanced program that "promotes the development of communicative skills and cross-cultural understanding." In our classroom visits we repeatedly found evidence of the successful implementation of this instructional philosophy. Teachers and students alike made significant use of the respective languages, and the students we spoke with seemed well aware of the rationale for, and advantages of, studying a language.

Teachers in Edison work hard to cultivate their students' interest and trust.

The staff makes a concerted effort to inform students about the particulars of language study. One teacher told us she begins in the fall by explaining to her students precisely what they will cover during the course of the year, exactly what they should expect to accomplish, how they should take notes, how they should go about studying a language, etc. Furthermore, this teacher actively recruits in the spring just before preregistration, outlining what the next course will be like and what the students can expect to attain. In this way the students are better acquainted with both the teacher's expectations and the actual content of the upcoming course; at the same time the teacher has made an important contribution toward reducing attrition.

Such concern for the students typifies the Edison staff. The teachers we interviewed all seemed genuinely interested in and sensitive to the students' needs; at the same time, these teachers demonstrated an active commitment to preserving and strengthening the program.

The on-site visit.

The classes we visited were generally excellent. In a Spanish IV section the teacher, a native speaker, gave a spirited lecture on the Don Juan legend, punctuating her presentation with factual questions (in Spanish) on the content of her talk. She concluded by asking personalized questions which led the students to relate the mythological figure to contemporary American cultural life. The student's Spanish was excellent; the teacher's rapport with the class was salutary. We found a seventh-grade French class to be of equally high quality; students were introduced to new vocabulary and basic syntactical structures via an excellent filmstrip presentation that included a thorough dose of culture. The students' pronunciation and mastery of the material was a pleasure to behold. Finally, in an intermediate French class, we watched students doing exercises differentiating verbs that combine with *de* as opposed to those that combine with *à*. The teacher's excellent command of French complemented her ability to elicit a comparable performance from her students. Constant attention to the cultural content of the oral exercises, as well as her gentle insistence that students transcend the mere mechanism of drill, inspired both the creative and spontaneous use of the target language. The students we later interviewed were genuinely enthusiastic about their teacher and language study in general; they turned out to be very articulate about expressing their thoughts on the advantages of studying a language, i.e., it sharpens linguistic ability in one's own language, while making one's other skills more marketable.

The modified audiolingual instruction in the Edison language program is generally of very high quality—it is engaged, responsive, and sympathetic to the needs and disparate abilities of the students, and insists moreover on the predominant use of the target language in class.

Like all good language programs, Edison can ascribe a large measure of its success to this highly competent, enthusiastic staff. Obviously one can't have an exemplary program without good teachers. Nor would we want to play down the important role assumed by the administration; it has repeatedly affirmed its commitment to language study by supporting frequent inservice programs and the curriculum development project. Good teachers and a supportive administration are undoubtedly indispensable. There are, however, several less obvious components of the Edison program that emerge as definitive contributing factors to its success.

The language curriculum in Edison Township is a highly flexible one.

Edison's resolve to accommodate all students explains in part why its language enrollment substantially exceeds the full four-and six-year sequences in French, Spanish, and German. Students who have attained high proficiency in reading and writing are encouraged to begin studying a language in seventh grade, the others in grade nine. These independent course sequences are preserved up to grade eleven, although there is provision for transfer from one track to another.

By design, the program implicitly affirms that language study is available to students of all abilities, not just the college-bound élite. In addressing the disparate needs of a wide range of students, the Edison program assures itself of substantial enrollments, while ensuring an impressive rate of sequence completion. Because classes are designed to attract and interest students of varying abilities, attrition is rarely a problem.

Articulation via excellent curriculum guides is an equally important feature of the Edison program.

Between 1972 and 1973 the staff initiated major curricular revisions that made possible an across-the-board standardization of course objectives. After extensive research and discussion of the particular needs of their modified audiolingual program, the staff selected the McGraw-Hill series of texts and ancillary materials; they then prepared a set of completely new curriculum guides to be used in conjunction with the newly adopted texts.

These guides are worth studying carefully. In addition to being models of concision and clarify—qualities not often associated with such documents—the Edison curriculum guides are extremely practical and provide a coherent framework for the smooth operation of a well articulated program. In conjunction with a district-wide testing program, these guides provide a uniform syllabus for both the junior and senior high programs. The result is the full articulation of both the four- and six-year sequences in French, Spanish, and German.

Such a massive revision of the curriculum was not simply handed down by fiat—the teaching staff was consulted at every stage of the project's development. Because this change involved the efforts of all teachers and supervisory personnel, it has had a positive effect on the morale of the faculty; the teachers we interviewed seemed uniformly enthusiastic about the curricular modification and proud of the role they were able to play. Furthermore, besides promoting needed communication among the junior and senior high schools, the new curriculum has give teachers, as several noted, a welcome sense of security about what—and how—they are teaching; they no longer feel that they're "doing their own thing" in isolation from their colleagues. The Edison teachers recognize that they now have a clearly defined framework from which to structure courses. They feel that what they teach fits securely into a unified language program.

Everyone we talked with felt that the quality of teaching has improved significantly as a result of the curricular change. The major beneficiaries of such improvements are, of course, the students. In our class visits we found the students' linguistic skill well above average. In fact, the marked increased in Pimsleur scores after the implementaion of the revised curriculum suggests that proficiency has increased substantially.

The work of the language supervisor is indispensable.

Such sweeping curricular revision would have been virtually impossible without the vision and leadership of the language supervisor, Dr. Rebecca Stracener, whose guidance made possible the unification of the program's disparate instructional components. It was she who directed the project in its initial stages and who coordinated the writing of the curriculum guides in the three language areas. She also organized inservice workshops on topics related to the curricular changes, including, among others, language methodology and creativity in the classroom. The teachers we talked with felt strongly that Dr. Stracener has made an invaluable contribution both to the quality of teaching and to the morale of the teachers.

The supervisor is the motive force in the language community, responsible for ensuring the proper and effective implementation of the curriculum. She accomplishes this through frequent classroom visits and conferences with all teachers, the seasoned veterans as well as the novices. As liaison between the language program and the Board of Education, Dr. Stracener is also charged with communicating to the Board the needs of the program while publicizing its achievements. Such provision for program advocacy, maintenance, and quality control is the final, and perhaps most critically important feature of the Edison program.

It would be misleading to leave the reader with the impression that the Edison language program is basking in the glow of serene perfection. One could cite problems such as the loss this year of special conversation classes, not to mention dwindling enrollments in German at the junior high level. On the other hand, the staff is actively working to ensure the reinstatement of the former and the continuation of the latter. We feel confident that these and other problems will ultimately be surmounted, due to the program's inherent strengths: its strong *esprit de corps*, its full-time advocate and supervisor, its thoroughly articulated curriculum, and its commitment to serve the needs of students of all abilities and interests.

The program at Edison offers an especially valuable lesson in how the quality of language instruction can be improved. As Dr. Stracener notes, "Edison is unique in that it exemplifies how one district, over a period of several years, has redesigned and 'turned around' its foreign language program." In concrete terms:

(1) Edison engaged a full-time language supervisor to manage and coordinate the junior- and senior-high language dpeartments; in the event that this proves impossible, the respective chairpersons could assume such duties informally on a rotating basis, or a permanent supervisory committee could be appointed;

(2) The staff radically redesigned the curriculum to ensure full articulation between the junior- and senior-high language sequences; if such a curriculum project is not feasible, language teachers from all involved schools could get together and

determine what material will be covered in each level.

(3) The program adopted a dual-track system of courses that accommodates students of varying abilities; a less extreme measure could involve varying the content of language courses at all levels, a move that is sure to broaden the appeal of language study and perhaps increase enrollments.

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Upper St. Clair Public Schools
Upper St. Clair, PA

Located in suburban Pittsburgh, the Upper St. Clair Public Schools serve a small, predominantly white-collar community of 15,000 whose average yearly income is $25,000. The school district accommodates 5,100 students in four elementary schools, two middle schools, and one senior high school. In view of the exceptional educational background of these families—40 percent have Bachelor's degrees, and an equal percentage have graduate degrees—it is not surprising that the curriculum at the secondary level is strongly college-preparatory; 84 percent of the Upper St. Clair students plan to attend a college or university.

The district language program is generous in scope and in philosophy: it offers, beginning in grade six, five levels of French, Spanish, and German, and four of Latin. According to a senior staff member, "The ultimate function of the Upper St. Clair foreign language program is to enrich the life of every student who elects its study." Further, "the foreign language program . . . is primarily an instrument for individual expression." In other words, although there is an increasing emphasis on Career Education in the Upper St. Clair program, the thrust of the language effort remains one of academic rigor; it is committed to giving the students a significant intellectual experience replete with insights that will enrich their lives.

Yet the program is emphatically not designed only for the élite. The language department is justifiably proud of its success in reaching a large number of students. Fully 60 percent of the high school is engaged in studying a language, and attrition is low: on the average, the program can boast a completion rate of about 25 percent through level IV. Furthermore, these high enrollments have been stable for the past five years, while rate of completion has increased significantly. The staff's success in developing the students' linguistic proficiency is reflected in the fact that Upper St. Clair students always score well above national norms on the respective CBATs; these same students also invariably acquit themselves well with the language during study or travel abroad.

A flexible curriculum enables the program to accommodate a broad spectrum of students.

The Upper St. Clair language program has as its basis an excellent, well-articulated curriculum that allows for a number of options. A required three-year course of study in Level I of German, French, or Spanish in the Middle School gives the program important impetus, creating an openness to and interest in languages through its emphasis on the spoken language as it relates to concrete, readily identifiable situations.

The generally rigorous language courses at Upper St. Clair include the standard four-year curriculum and a fifth year of study. In this latter option students in French, German, and Spanish may enroll for a semester of advanced composition and conversation, as well as for a semester-long survey of literature and culture. Language courses at the senior high level (II-IV) are tracked according to ability, a policy that lends authority to the staff's stated resolve to make language study available to the majority of students. According to the current Chairwoman, Rosemarie Rocher, "Every child should be free to elect foreign language studies . . . There is no more justification for limiting foreign language study to those verbally talented, than for limiting industrial arts or typing to the mechanically skilled."

At Upper St. Clair there is a special sequence of conversation courses for students who might otherwise not enroll in a language.

In keeping with its resolve to attract a broad spectrum of students, the program offers special two-year sequences in Conversational Spanish and French which are designed to appeal to students whom the program terms "low-ability and low-interest." True to its title, this course of study is designed to develop oral skills, and the staff makes rather efficient use of the Berlitz series to achieve such a goal. The pedagogical emphasis in this special sequence of courses is decidedly practical: the Berlitz Self-Teaching Course guides the students in acquiring a practical facility with the language, as it enables them to acquire a broad day-to-day vocabulary that will make them conversant on such topics as soccer, car racing, French or Spanish people in the news, etc. Most important, this alternative course of study provides an opportunity for those who would not ordinarily continue language study beyond the middle school to acquire genuinely useful and authentic linguistic skills in a second language.

The staff at Upper St. Clair is the motive force behind innovation and curricular changes.

One of the reasons for the vitality of the Upper St. Clair program is the staff's involvement in all levels of curriculum design and implementation. Organization and communication are key factors: teachers meet twice monthly to exchange ideas about instructional approaches and to make recommendations regarding the refinement of courses of study. They have in fact been responsible for conceiving and carrying out all changes in the curriculum, including the conversation sequences in French and Spanish. In conjunction with their commitment to high quality instruction, this resolve to make the curriculum responsive to the needs of a wide spectrum of students clearly has a major impact on the continued success of the Upper St. Clair program.

Modular scheduling is another important aspect of the program's success.

The adoption of modular scheduling several years ago has infused into the program's scheduling capacity a real flexibility that affords students maximum benefit. Within the language program there are four different classroom formats: the regular classroom period, the seminar, the large group, and the language laboratory. The latter two possibilities are especially well suited to the middle school program: classes often meet in groups of eighty or more and are taught by teams of teachers, thus giving students the opportunity to experience a variety of speakers of the target language as they acquire a knowledge of basic grammatical structures and essential vocabulary. Middle school students also meet in smaller groups twice a week for lab, during which time they either work alone or in small groups. In the high school, on the other hand, the seminar and regular class formats are best suited to intermediate and advanced classes.

Out-of-class activities are essential to the continued vitality of the program. The staff at Upper St. Clair recognizes that extracurricular activities furnish important incentives for continued language study. Out of this conviction has grown a concerted effort to offer students an array of special enterprises formulated, one teacher writes, "to provide the student with the opportunity to explore his or her skills in foreign language study, and to extend his or her cultural experience beyond the classroom setting." In addition to the usual extravaganzas such as fairs, festivals, foreign language week celebrations, etc., the high school students can elect to participate in a month-long summer study and travel program to five European countries, a popular extension of the program which is preceded by an intensive fifteen-hour "survival" course designed to prepare the prospective traveller for life in the target country.

To supplement the Middle School festivals, the staff has embarked upon an International Insights program designed to bring in guest speakers from the community to discuss cultural aspects of their heritage or especially interesting travel experiences. Upper St. Clair teachers are convinced that these extracurricular experiences stimulate a degree of student motivation that ultimately has a positive impact both on the program's enrollments and on rates of completion.

The Upper St. Clair district's language department is fortunate that its clientele includes bright, college-bound students from well-educated and highly ambitious families. Yet experience has shown that such students do not necessarily constitute a captive audience: they must be effectively accommodated. The program's success can thus be more properly attributed to the following:

(1) a flexible curriculum enables the program to attract a broad spectrum of students, including those who would otherwise not enroll;
(2) the highly qualified staff is intimately involved in all aspects of curriculum design and implementation;
(3) the program has at its disposal a number of scheduling options that make it possible to tailor class size to instructional focus;
(4) the program offers a wide range of extracurricular activities that provide students with opportunities for utilizing their newly acquired language skills.

For more information, please contact: *Rosemarie G. Rocher, Foreign Language Curriculum Leader or George L. McClintock, Jr., Foreign Language Resource Center Director, Upper St. Clair High School, 1825 McLaughlin Run Road, Upper St. Clair, PA 15241. Telephone: 412/833-1600.*

Virginia Beach City Public Schools
Virginia Beach, VA

The language program in the Virginia Beach, Virginia City Public Schools is a model of what a large district effort can be. Generous in scope, offering five years of French, German, Spanish, and Latin, it enrolls over 30 percent of the student body in grades eight through twelve. The program, moreover, includes a wide array of extracurricular activities such as a French fair, participation in an ethnic radio program and other local ethnic events, a "College Bowl," and extensive travel abroad.

Virginia Beach students compete extensively and quite well. They consistently win or place in the Club Hispánico de Tidewater Language contest, as well as in local, state, and national competitions in Latin, Spanish, German, and French. Unlike most other language programs, Virginia Beach's enrollments and completion rate have actually increased in the last five years. A splendid, fully articulated curriculum, a highly refined city-wide testing program, excellent inservice training, and a well-qualified staff are all interrelated aspects of a program that is creative, active, and thoroughly professional.

The district encompasses the city of Virginia Beach, a large resort area of 248,000, famous for its twenty-nine mile-long coastline and its plentiful seafood, including the Lynnhaven oyster. With a median yearly income of about $25,000, the district families are comprised primarily of white-collar workers; their 56,000 children are served by 39 elementary schools, two intermediate schools (grades six and seven), eight junior high schools, seven senior high schools, and four schools providing programs for students with special needs.

A massive curriculum project helped turn a good program into a superior one.

In 1969, the staff initiated a curriculum project that totally restructured the instructional design of the program, articulating and coordinating course offerings throughout the district. The most important result of this well-conceived effort, which had solicited advice, criticism, and strutiny from teachers, administrators, and parents, is the series of exemplary curriculum guides to the four languages that comprise the district program. Besides clearly delineating specific achievement objectives for each unit of the basic language texts, the guides offer a wealth of indispensable information about aspects of culture, special motivational activities, and suggested teaching strategies. The most salutary aspects of these guides is that they encourage teaching that is creative and not doctrinaire; teachers are urged to use the textbook as a tool rather than a crutch, thereby promoting the active, authentic use of the language.

These guides are among the best we have seen. Certainly the fact that standardized tests have registered a noticeable increase in linguistic proficiency since the introduction of the guides may be one index of their effectiveness.

The Virginia Beach curriculum project was complemented by a series of inservice programs.

The administration's commitment to creating a first-rate language program included provision for the smooth implementation of the new curriculum. Teachers were given the opportunity to adapt their teaching styles to the new instructional design and, when necessary, to upgrade their teaching accordingly. The administration quite generously supported a series of workshops, led by noted authorities in the field, that were designed to acquaint teachers with more effective teaching strategies, as well as to assist them in learning to use the new guides efficiently and profitably. By making a concrete effort to acquaint teachers with the rationale and practical implications of the new curriculum, the program ensured an effective transition from the old to the new, while taking a big step in closing the troublesome gap between theory and practice that often bedevils large district language programs.

Active use of the respective languages is a defining characteristic of success in Virginia Beach.

The best possible curriculum in the world is useless without a staff capable of implementing it, and Virginia Beach is fortunate to have a talented, hard-working group of teachers who can provide the kind of creative instruction that develops a high degree of proficiency in the students. In a recent report, an evaluating committee repeatedly highlighted the overwhelming predominance of the target language in the Virginia Beach classes. In fact, one evaluator noted that some students were so eager to communicate in the target language that they sometimes had to be refrained from all talking at once.

We might add that although the excellent curriculum guides greatly facilitate the use of the target language in the classroom, the staff itself is ultimately responsible for putting into practice this critically important principle of the Virginia Beach program. They incessantly prod, encourage, and admonish their students to make the target language the primary means of communication in the classroom, a policy that has helped the program make great strides in terms of improved proficiency.

A city-wide testing effort is the keystone of the language program in Virginia Beach.

An essential component of Virginia Beach's successful language effort is the city-wide testing program that was developed in concert with the curriculum project. With the help of consultants, a committee of teachers developed criterion-referenced achievement tests in French, German, and Spanish that are now used throughout the system. In addition to providing relatively objective indices of both student and teacher performances, these tests are invaluable for a number of other reasons as well. The Virginia Beach language supervisor, Milton Hahn, writes that, in additon to ensuring an equal emphasis on the four skills, "the tests have been invaluable from the standpoint of determining inservice needs." He continues:

> [The tests] *have also served to unify and solidify the division-wide foreign language program, have given it an added sense of direction, and have helped teachers focus their instruction toward common goals and objectives.*

The test development project in Virginia Beach continues, and plans have been made for a future project to establish evaluative norms by correlating the results of these criterion-referenced tests with Pimsleur Language Aptitude Battery scores.

The language supervisor is indispensable.

None of the vital changes in the Virginia Beach program would have been possible without the work of the supervisor, who conceived and guided the curriculum and testing projects from inception to completion. The program's excellent rapport with the press and the community is largely due to Mr. Hahn's efforts, and he is scrupulous about maintaining this asset. He makes sure that the public is informed about all language activities. Copies of language texts proposed for adoption are placed in the public libraries for inspection. This excellent relationship with the community has had its practical benefits: during the curriculum development project, Hahn was able to ferret out bilingual members of the community who were willing to tape the oral components of the city-wide tests.

Most important, the supervisor participates actively in decisions regarding the hiring of new staff members, and is given the opportunity to evaluate personally a prospective colleague's linguistic proficiency. In this way he is not only in a position to manage the whole program efficiently; he is also responsible for maintaining its high quality.

The language program in the Virginia Beach Public Schools is a thoroughly professional instructional effort whose success is in part due to the following:

(1) a recently developed curriculum provides requisite articulation and coordination of the program as a whole;

(2) city-wide testing makes possible a relatively objective assessment of student and teacher performance;

(3) excellent curriculum guides encourage an eclectic teaching effort and offer a wide array of suggested instructional strategies;

(4) a capable and well-trained staff has made the target language the language of the classroom;

(5) frequent inservice sessions allow teachers to refine their teaching skills as they bring their knowledge of trends in education up to date.

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West Hartford Public Schools
West Hartford, CT

West Hartford, a suburb of Hartford proper, is a predominantly white-collar community with a population of about 50,000. Its district enrollment of 8,428 includes students in 11 elementary schools (K-6), 2 middle schools (7-8), and 2 senior high schools (10-12); about 75 percent of these students will attend college. The West Hartford school system's reputation for excellence is reflected in a thriving language program which begins as a requirement for all students in grades 5-6. These youngsters receive instruction in three half-hour sessions per week in either French or Spanish, depending upon student choice and/or school.

In toto, the program offers five levels of French and Spanish, four of German, Italian, Latin, and Russian. In French and Spanish there are special honors tracks that culminate in Advanced Placement Courses; there is also a burgeoning ESL program. The impressive scope of the program is complemented by equally striking enrollments; nearly 66 percent of the students in grades 6-12 are enrolled in languages, and 25 percent study more than one. By all measures, the district language effort is clearly successful. Students do extremely well in state and national competitions and score well above the norm on the CBAT's.

The district's firm commitment to quality education is reflected in the language program's staff, a thoroughly professional, well-qualified group of people who use the target language actively, creatively, and proficiently in the classroom. Moreover, the program has an extremely effective town-wide supervisor who has gradually acquired essential administrative power, most notably a voice in staffing decisions. A highly capable staff, coupled with superb organization and strong program advocacy, adds up to a highly successful district language program.

The on-site vist

Any reservations we might have had about the program were quickly dispelled at the beginning of our visit. Our first observation convinced us that the language program in the West Hartford Schools looks as good in reality as it does on paper. The classes we sampled were characterized by extensive, creative use of the target language, and the students repeatedly demonstrated real proficiency.

In a fourth-year French class, for example, the teacher reviewed entirely in French various aspects of eighteenth century culture, focusing on commonalities in literature, philosophy, and politics; during the discussion period the students responded very well, particularly to the teacher's questions about how they personally related to the ideas of the Enlightenment. An excellent discussion in French of Voltaire's *Candide* was followed by an equally incisive comparison of this *conte philosophique* with Saint-Exupéry's *Le Petit prince*. The accessibility of the West Hartford program was underscored by the presence of a blind student who was diligently taking notes in Braille on a special typewriter.

We found Latin III equally intriguing. As we arrived, students and teacher together were analyzing via the overhead several syntactically difficult sentences from Vergil which were, after a few moments, replaced by their English equivalents which the students were to put into Latin. To aid them in visualizing the English-to-Latin translation, the teacher transferred both versions onto videotape. First came the English—the students filled in what Latin they could, and then the correct Latin flashed on the screen. The process was repeated several times, in preparation for a test the next day. The teacher later told us that, in addition to listening to tapes in the lab, students also use the videotape to drill and review during their lab period. Thus a vigorously traditional Latin class effectively exploits the technology of television to achieve a high degree of reading competence.

We found the same imaginative instruction in a fifth-grade French course. Students who had been studying the language only seven months demonstrated amazing proficiency in simple conversations with one another. They discussed the calendar, their homes, their addresses and their neighbors in French and then sang songs such as "Le Merle," cleverly acting out the respective parts, all with excellent pronunciation. We were particularly impressed with the pace of this class, and later learned that FLES classes are taught via teacher-prepared materials organized in a manner which provides a carefully articulated, sequential program as background for language study in the middle school.

The community plays an important role in ensuring the program's continued success.

There is strong community interest in the language program and in FLES in particular. The West Hartford district is studded with Spanish- and Italian-speaking neighborhoods, which offer an excellent source of potential support for language study. The program has cultivated community support and participation through ethnic festivals, foreign language night, and a foreign language advocacy council made up of concerned parents and interested business people. The program further avails itself of support from its ethnic communities through frequent class excursions to both Spanish and Italian shopping districts. Besides offering the students an important authentic experience with the target language, such visits help to ensure the continued support of the ethnic communities. Through a concerted effort to involve the community through yearly open-house gatherings, a "French for Fun" class for adults, language festivals, and multicultural celebrations (including a special mulltilingual recipe calendar), the West Hartford program has established a profitable, rewarding relationship with the community that has paid off handsomely in terms of vigorous support for languages. The staff is convinced that such community interest has been a factor in the program's steadily increasing enrollments, which have risen ten percent in the last five years.

The West Hartford coordinator is indispensable.

Success at West Hartford is in part a function of an excellent staff and a carefully articulated curriculum. However, the contribution of the coordinator stands out as an essential component of success that complements the symbiotic relationship between program and community. The coordinator is primarily responsible for seeing that the town-wide program is implemented in accordance with established curriculum guidelines. It is his task to ensure the articulation of individual elementary, junior-high, and senior high programs. Through frequent classroom visits, evaluations, and conferences with his staff, he is able to help them broaden the scope and quality of their work by offering a larger perspective on district-wide instructional efforts. The measure of accountability he is thus able to impose, combined with his participation in the hiring process, effectly enables the coordinator to maintain the quality of his staff and his program; at the same time he is in a position to make sure that the district hires only those teachers whose abilities are commensurate with those of the current staff. The presence of a strong coordinator encourages a degree of professional pride and behavior essential for the success of any language program, and the consummate professionalism of the West Hartford program is perhpas its greatest asset.

Town-wide testing is an effective way of assessing the performance of students and program alike.

The West Hartford commitment to high professional standards and quality instruction is reflected in its town-wide testing program in grades six, eight, and nine for Spanish, and grades six and eight for French. Such provision for regular evaluation enables the program to measure the progress of its students and thus place them in the proper level, while providing a relatively objective measure of how effectively the staff is teaching the respective languages. An important related aid is the obligatory student profile that is maintained up through grade nine. Together, they ensure the most effective accommodation of individuals and facilitate the transition from level to level, while helping to blunt attrition through careful attention to individual progress.

Year-round inservice training is instrumental in maintaining the high degree of professionalism of the West Hartford staff.

The coordinator is also responsible for helping the staff improve and upgrade their teaching. In accomplishing this task, he is greatly aided by the district's formal provision for year-round workshops which address such timely issues as Middle School, Foreign Language Curriculum, and Foreign Languages and Social Studies: An Integrated Curriculum. The opportunity to improve one's capabilities is of course an essential component of most successful district language programs, and the West Hartford staff's professional sense of well-being is further encouraged through a quarterly newsletter, *Focus on Multi-Cultural Happenings*, which instills a sense of community while providing important information about the profession.

Much more could be written about the specifics of West Hartford's commitment to excellence, which includes the use of native speakers as teacher aides and the recruitment of high school students as FLES aides. In general, the excellent teachers, the very existence of a FLES program, and a good curriculum are important and even indispensable, yet success at West Hartford ultimately boils down to three major factors:

(1) the West Hartford program actively involves and enlists the support of the community through a wide array of activities;
(2) the implicit professionalism of the program is a direct outgrowth of the provision for a supervisor who is able to function as an organizing principle to ensure articulation, a sense of community among the staff, and the highest quality of instruction;
(3) the careful attention to student progress through extensive testing and performance profiles promotes student satisfaciton and thus tends to reduce attrition.

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Arlington Central High School
Pleasant Valley, NY

The Russian program in the Arlington Central School District is nearly twenty years old, and is one of the few programs in the nation where students can study five levels of Russian, beginning in grade seven and continuing through grade twelve. (Level I is covered in grades 7 and 8.) Although enrollments in Russian are not large, they have been stable at about eight percent for the last five years. Russian students, however, are tenacious: attrition is stunningly low, the lowest of any of the languages taught in the district. The language program is in general quite strong, enrolling about half the students of this medium-sized (population: 18,000), white-collar district of rural, small-town, and suburban communities in the Poughkeepsie area.

Drawing on a population of college-bound students (70 percent will go to college), the Arlington Russian program is remarkably successful: the Russian students consistently excel in contests, often producing state finalists in the regional Olympiada. Furthermore, the program exerts an impressive hold on students who begin the sequence: fully 50 percent of those who begin Level I complete Level III, and more than 30 percent complete the five-year sequence. One of the most active Russian programs in the nation, Arlington's success undoubtedly stems in part from rigorous, excellent classroom instruction. Yet what makes the program truly outstanding is its ability to transcend the four walls of the classroom and the cosmopolitan point of view that has captured the imaginations of a respectable percentage of the Arlington student body.

At Arlington the world is the classroom.

At first glance, one might well wonder what Jane Barley's hedgehogs—named Sliva, Gursha, and Olga—have to do with the Russian program in Poughkeepsie. Owned by the Russian teacher, these animals are no ordinary prickly beasts, however: hedgehogs are not found on the North American continent, and Mrs. Barley's prides were gifts from friends who are connected with the Moscow Zoo. For the two teachers and the students in Poughkeepsie, Moscow is as close as Washington, DC, coincidentally the two cities program participants visit for study and comparison every other year. Although instruction is consistently of a very high quality—virtually all students who complete the sequence place into the second or third year of college Russian—the staff feels that the real success of the program is due to its genuine commitment to exploring the global complexity and interrelatedness of American and Soviet cultures, as well as its willingness to involve itself actively with both.

Travel is an integral part of the Russian program.

Jane Barley writes that the "approach at Arlington is very realistic—we continually stress the immediacy, the relevance of the knowledge of Russian to someone who is growing up in this age of the two 'Superpowers.' " The essential features of this focus are the biennial trips to Russia that have been unofficially incorporated into the curriculum. With the cooperation of the school board, which grants the participants an extra week and a half of leave, teachers and students spend 16-21 days during spring recess in the Soviet Union. Though restricted to Level IV and V students, participation is nearly one hundred percent: in 1978, 34 of the 38 enrolled chose to make the three-week trip to Russia.

Preceded by an intensive study of Russian history, art, literature, and music, the trip not only consists of planned tours, but also of critically important free excursions in which students are encouraged to go out into the streets and meet the citizenry; they fan out to visit the shops and compare prices, always communicating as much as possible with the Russian people. In short, everyone is expected to be as independent as possible. The benefits of such an experience are of course legion. In addition to providing authentic contact with the Russian people and their culture, the trip offers a most important means of promoting the study of Russian; well publicized to seventh-graders bent upon entering the program, it serves as a major incentive for beginning the Russian sequence, and is thus, to quote Mrs. Barley, "the pivotal part of our program" because of the powerful motivation such a trip provides.

The regular excursions to Washington are the counterpart to the trips to Russia.

The importance of the trips to Russia and the global perspective of the Arlington program make it extremely attractive to the students. To impart a sense of balance to the travel component, the staff has recently initiated a yearly trip to Washington, DC, during which the students have the opportunity to confer with officials from both the State Department and the Russian Embassy about their perspectives on East-West relations. Such a counterbalance to the Soviet trip affords a marvelous opportunity to compare the politics of the two countries, as the members of the group receive briefings about the prospects of Salt II from both State Department officials and the cultural attaché of the Russian Embassy.

Mrs. Barley has had gratifying success in getting officials of various agencies to provide her groups with an insider's view of Washington. Through the good offices of their Congressman and his staff, the Arlington group was able to gain access both to the Presidential staff in the Old Executive Office Building, and to officials at the Voice of America. Barley's written inquiry to the Kennan Institute for Advanced Russian Studies elicited an invitation to the students, while her own contacts in the International Communication Agency made possible a most informative meeting with the editor of *Amerika*. Alternating yearly with the Soviet journey, this trip concludes when possible with attendance at the midnight Russian Orthodox Easter service in St. Nicholas Cathedral.

The Arlington Russian program is firmly committed to providing its students with frequent authentic experiences in which to use the target language.

For the last two years the program has sponsored Camp Sunshine, a weekend of total immersion at a campsite in the Catskills which involves over a hundred students from area schools. While affording an opportunity to speak Russian intensively and exclusively, the experience helps to instill an important sense of solidarity in the Russian students, and undoubtedly whets appetites for the upcoming trip to Russia itself. Such an attempt to provide opportunities for genuine use of Russian is central to the philosophy of the Arlington program. This commitment entails, for example, regularly inviting exchange teachers from Russia who spend two months, usually in the fall, exposing the students directly to the culture and language of Russia. Such an exchange—yet another opportunity for authentic contact with Russian—has been instrumental in maintaining the high level of interest necessary for the continued vitality of the Russian program.

While we could cite countless examples of how the Arlington program thrives on venturing beyond the classroom, one we found especially striking involved the program's insistence that the students stay abreast of current affairs. Sensing during the Iranian and Afghanistan crises a revival of interest about the draft among middle-school students, Mrs. Barley has arranged for them to spend a day at West Point where they will visit a Russian class to learn about the military's commitment to furthering the study of Russian, and also about the reasons such study is encouraged. In addition to the obvious benefit of making the students informed citizens, the emphasis on current affairs can have more tangible, and gratifying results as well: when several of the Russian students showed up at a special Dutchess County Town Meeting on Human Rights led by a representative from the State Department, it turned out that they were the only ones who had any knowledge of the Soviet Union, and thus were the only ones capable of discussing intelligently the complexities of the human rights situation vis-à-vis the Soviet Union.

Public relations is an important component of the program.

In view of East-West tensions, the staff finds that it must constantly be on the alert to counteract the negative image of Russia that is almost certain to arise, particularly in times of crisis. Since a large seventh-grade enrollment is essential for the program's survival, the staff is always especially solicitous of the parents of the sixth-graders, and makes sure that these parents receive, prior to registration, at least one communiqué that details the benefits of studying Russian, while making the parents aware of the marvelous cultural opportunities inherent in the visit to the Soviet Union. Furthermore, advanced students in the program always make a presentation each year to the sixth-graders, thus providing an important stimulus for encouraging the youngsters to enroll in Russian: their skits and oratory offer living proof that, far from being an impossible language, Russian is really quite enjoyable, and promises a trip to the Soviet Union as a reward for much hard work.

The staff is also active in promoting the usual extravaganzas such as banquets and language festivals. Students participate in both the New York State Russian

Language Olympiada, and its regional version, and usually do very well, all of which contributes substantively to the positive image of the Russian program at Arlington.

The most important aspect of the program is not its image, but rather the substance behind that image: both teachers are constantly at work to keep their instruction alive, meaningful, and anchored firmly in the events of the real world. The rigor of the work done in the classroom, however, always ultimately opens out into the realm of practicality and sociopolitical immediacy. Such an emphasis on cultural authenticity, on the tangible relevance of Russian language study, is perhaps the single most important component of the exemplary Russian program in the Arlington, New York, school district. In concrete terms, success means the following:

(1) the staff has integrated authentic cultural and linguistic experiences with Russian into the fabric of the curriculum;
(2) the program stresses the relevance and immediacy of the study of Russian;
(3) the staff's subtle but well-organized public relations campaign has won the support of the community;
(4) the staff is committed to providing the kind of high quality instruction that makes language study meaningful and provides a basis for the active and creative use of Russian that is essential for the effective realization of the global ideal of the program.

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Bellevue High School
Bellevue, WA

Suburban to Seattle, Bellevue is a moderately affluent Washington community of 50,000. With an average yearly income of about $30,000 per year, its citizens are primarily employed in white-collar and professional capacities. Forty percent of the adults in the community possess a graduate degree—many are Boeing engineers—and thus espouse educational ideals that demand quality education. The Bellevue townspeople are committed to a well-rounded curriculum that includes substantial course work in an array of foreign languages. True to community values, the school sends 85 percent of its 1100 students to a college or university.

The language program at Bellevue High School has traditionally been a strong instructional effort in a district whose commitment to excellence in language teaching has long been recognized. One of four in the district, this senior high department enrolls better than half of its students in five levels of French, German, and Spanish, and three of Latin and Russian. Attrition is minimal, and more than 20 percent of the Bellevue students elect to study a second foreign language concurrently. Participants in the Bellevue language program tend to do well in state-wide language competitions, especially in the Russian State Competition, where Bellevue competitors often come away with the lion's share of the awards.

The Bellevue program is characterized by a workable curriculum and a stable staff that is dynamic, creative, and dedicated to the business of teaching languages. One of the reasons the program has been able to maintain its high enrollments—the state average is 19 percent—is the staff's real willingness to adapt curriculum and teaching strategies to students' needs. Several years ago they joined other district teachers in developing a six-year program that extended the present four-year course of study in French, German, and Spanish. In so doing, they were able to delay the introduction of more advanced grammatical concepts until level three, thus avoiding the frustration and subsequent loss of students frequently caused by premature discussion of the more esoteric points of grammar.

At Bellevue the target language is the language of the classroom.

This shift in curricular priorities at Bellevue did not effect a significant compromise in established teaching standards. On the contrary, it led to an increased emphasis on the practical, concrete, and active use of the languages. One of the hallmarks of the program, its resolve to make the respective target languages the principal means of communication in the classroom remains: the staff feels that the curricular modification has helped to make this possible. Inasmuch as such a commitment is essential to both the integrity and eventual success of any instructional effort in language, the teachers at Bellevue have devised a number of techniques that facilitate the implementation of this precept.

At Bellevue High School language instruction stresses development of facility in concrete, situational terms.

The professionalism and independence of spirit of the Bellevue teachers preclude any definitive generalizations about the instructional philosophy of the individual teachers other than to acknowledge their intensive use of the target language in class. To achieve this, the staff has devised a number of special activities designed to cultivate and facilitate the active use of the target language through an accent on the real and the immediate. In the first place, the staff is convinced that the student must identify with what he or she is learning. For example, in mastering a complex of vocabulary items related to family and home, the students may be required to invent family profiles that include ages, professions, a description of the home, etc.

The rationale for this exercise is directly related to the major instructional focuses of the Bellevue program: to afford students experiences using the languages that are both useful and meaningful. Thus the staff goes to great lengths to include only those activities which further the development of facility with the target language. For example, a Bellevue language teacher will show the slides from his summer travels that coherently illustrate a meaningful theme that has been selected to stimulate further discussion and the acquisition of authentic cultural information. The teacher isolates several characteristic scenes of villages which he uses for a discussion of the components of a typical village; at the same time, he provides necessary supplementary material to afford students genuine insight into the deep culture of that institution. Such careful attention to detail is normative at Bellevue.

The staff feels strongly that requisite cultural and other enrichment activities must be carefully structured in order to justify departures from the daily language regimen. To ensure the most effective and efficient use of such motivational activities, the staff has developed a variety of teaching units focusing on cultural activities, an addition to classroom instruction that further ensures that language instruction at Bellevue is concrete and immediate.

The Bellevue program is involved in an extensive public relations campaign that gives the language effort important visibility.

Although the program attracts students from a clientele traditionally receptive to the idea of studying a language, the staff does not take such an inclination for granted. Realizing the need to provide students with experiences that integrate language study into the mainstream of school life, they strive to promote a number of out-of-class activities. These events provide important incentive for continuing language study, while creating useful publicity for the necessity of language study. Throughout the school year, clubs in all the languages at Bellevue are involved in such endeavors as cooking, singing, and film reviewing. There is also an International Bazaar to which the students contribute foreign foods and crafts, while a

"Students in Action Night" includes student-written skits, commercials, and other masterpieces of dramatic art, all performed for the school and the community in the target languages. Special classes in Russian cooking and a German Club project to build gingerbread houses and distribute them to local nursing homes round out the array of language activities at Bellevue. These non-academic events perform the dual function of giving the students involved a sense of solidarity and belonging, while providing important visibility for the program as a whole.

The language program at Bellevue High School owes its impressive success to a resolve to offer its students a course of study that stresses the immediacy and concreteness of language acquisition. The specific successful features of the Bellevue program are as follows:

(1) the target language is used as much as possible in beginning classes and exclusively in the advanced classes;
(2) the staff encourages the active use of the language in the context of concrete, familiar situations;
(3) the program offers an array of out-of-class activities to spark student interest in languages.

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Bismarck High School
Bismarck, ND

As its famous German name suggests, the Bismarck language program boasts an especially strong German component, with enrollments that outstrip those for French and Latin combined. Yet German is preeminent only by comparison; the program as a whole is thriving, having enrolled 22 percent of the eligible students, more than twice the state average. The program offers complete four-year sequences in German and Latin, and there is good reason to believe that its three-year courses of study in French and Spanish will be expanded to four because both languages have recently been added to the junior high curriculum. Further, enrollments and rate of sequence completion have risen in the past five years.

The success of the Bismarck program need not be measured only in terms of enrollment. Bismarck students are avid and extremely successful competitors, regularly taking away state and regional honors on the AATG and AATSP examinations; each year on the National Latin exam better than half of all participating Bismarck students place or win. But the most impressive examination results fall to German: with one exception, Bismarck has had regular winners of the AATG examination every year since 1971, and four have been recipients of trips to Germany.

Bismarck students come from urban, small-town, and rural communities in a district which numbers 45,412. About half the families have blue-collar occupations, while the remaining households are comprised of equal numbers of farmers and white-collar workers. The 8,500 students in the district are served by thirteen elementary schools, three junior high schools, and two senior high schools. The orientation of the high school program in particular is decidedly college-preparatory: 75 percent of the Bismarck students plan to attend a college or university.

Most of the ingredients of a successful district effort are present in Bismarck: a well-designed curriculum, good inservice training, and excellent administrative support. The dedication of the teachers is striking: Chairman Rick Heidt writes that "At Bismarck, the staff regard their teaching assignments as avocations rather than just jobs." Inasmuch as there is neither a coordinator nor any formal provision for program organization, the staff has stepped in to fill the gap by meeting together frequently to discuss matters of articulation and coordination. They are, furthermore, itinerant: all eight of them rotate among the five junior and senior high schools in order to staff the courses. Their willingness to cooperate with and support each other ensures the continued vitality of the district-wide language effort.

The staff bases its instruction on a rather traditional curriculum that stresses development of aural/oral skills. The program lays a solid foundation of grammar, syntax, and vocabulary in Levels I and II, and then uses literary texts in Levels III and IV as a means of introducing students to more advanced linguistic concepts. Detailed analyses of these texts are also employed to promote further development of speaking and writing skills. Such a traditional, and at times rigorous approach has been quite successful in developing linguistic proficiency. If classroom instruction is somewhat demanding, the staff consistently provides relief through an array of out-of-class activities that greatly enliven language study while broadening its appeal. Further, the staff is committed to what it loosely terms "propagandistic techniques," strategies which include discussions of linguistic cognates, current affairs, cultural eccentricities, in short anything that underscores the immediacy and relevance of language study.

The Bismarck program has a strong extracurricular focus.

The staff at Bismarck is convinced that language study must extend beyond the classroom if it is to become meaningful and relevant. The program thus makes a concerted effort to ensure that a variety of extracurricular activities is available to the students. The extremely active language clubs sponsor monthly gatherings that include cooking, banquets, field trips, celebrations, festivals, and even slave auctions. Program solidarity is further enhanced by occasional "international meetings" that involve all three clubs in activities ranging from a "Gong Show" to a scavenger hunt. Whenever possible, the staff assists students in finding summer jobs that enable them to utilize their language skills.

The academic focus both of the program and of the school as a whole mandates the inclusion of some activities that are more than recreational. Opportunities to use the respective languages are essential to the academic integrity of the program, thus the staff works hard to provide students with immersion experiences at weekend and summer camps, as well as abroad. In the considered opinion of the Bismarck language teachers, a foreign study and travel option is of utmost importance in maintaining the success and continued viability of the program.

Spring and summer study tours are an important motivational factor at Bismarck.

For several years the staff has been accompanying students on sixteen-day study visits to Germany and France sponsored by Intercultural Student Experiences. In alternate years there have been similar study visits to Mexico and Spain. This program feature provides strong incentive for the students to continue these languages, since participants must be enrolled in Level II or above. To help students fulfill their pledge to speak the target language at least 75 percent of the time when they are abroad, the staff has developed a special seminar in cultural German for students planning to participate. This one-credit intensive introduction to the culture and customs of the German people includes among its requirements a written paper and an oral report on specified aspects of German culture. To ensure that students receive maximum benefit from their experience abroad, the staff further requires that they keep a diary and give a slide lecture to another German class upon their return. Such a "survival course" has been quite popular, and the staff is currently laboring to create counterparts in French and Spanish.

The program is involved in a wide range of public relations activities that enlist the support of the community.

The members of the Bismarck language staff are consummate publicists. They make a determined effort to gain the support of the community through a variety of endeavors which includes translating for the community as a public service. Staff and students alike are frequently invited to speak to civic groups about the importance of languages, and they have also been frequent participants in meetings of the North Dakota Historical Society of Germans from Russia. In addition, there are displays in the local malls, as well as the usual language extravaganzas. These efforts have made the Bismarck program part of the community, and the rewards have included a broad base of community support for language study.

The staff makes a concerted effort to publicize the program's achievements, having established good media contacts over the years. Further, through frequent meetings and detailed memoranda, they are careful to keep the administration informed of the program's activities. In the spring, the language teachers have organized letter-writing campaigns designed to inform the parents of all prospective ninth graders about the benefits of studying a language. They also provide guidance counselors and junior-high students with an attractive brochure that details the advantages of studying a language, while at the same time offering a number of amusing anecdotes about the need for language competence.

An expanding exploratory program will ultimately promote substantial program growth.

The rapport that the program enjoys with the administration is nowhere better demonstrated than in the case of the newly instituted eighth-grade exploratory program. Although implemented and staffed by itinerant high school language teachers, this new effort was the brainchild of one of the junior high principals, whose support was instrumental in getting the course approved. The exploratory course provides a year-long exposure to the basics of German, French, Spanish, and Latin. It has been extremely popular and promises to further the program's growth in the years to come. In addition to fostering a receptivity to language study, it enables students to make a much better informed decision about which language sequence they wish to pursue. Since the introduction of this elective course during the 1979-80 school year, its enrollment has doubled. In fact, the exploratory course has been such a success that the administration has made it part of the standard junior high curriculum.

The success of the exploratory course is a sign of the vitality of the language program as a whole. The Bismarck effort can ascribe a large measure of its success to its proven ability to develop linguistic skills that are constantly reinforced and refined in a meaningful, authentic way. In general, the following factors relate directly to the success of the Bismarck program:

(1) a real spirit of dedication and cooperation among the staff has infused vitality into the program;
(2) the staff's effective publicity about the program's achievements has won the support of the community;
(3) the teachers strive to provide the students with authentic opportunities to use the languages in a meaningful way via immersion experiences and study abroad;
(4) Bismarck has recently introduced an eighth-grade exploratory program that promises to foster program growth.

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Brattleboro Union High School
Brattleboro, VT

Located in Brattleboro, Vermont, a small town of about 15,000, Brattleboro Union High School is the single junior-senior high school in the district, accommodating 1,442 students in grades seven through twelve. Students come from predominantly blue-collar families with an average yearly income of $15,000; about 35 percent of the Brattleboro students continue their studies beyond the secondary level.

Especially in view of the size of the school, Brattleboro has an unusually large and vigorous language program. More than 30 percent of the students in grades eight through twelve are enrolled in five levels of French, Spanish, and German; there are in addition three levels of Latin and an elective exploratory course in grade seven.

As a result of recent modifications in the curriculum, the Brattleboro program is growing. Both enrollment and completion rate have increased dramatically in the last five years; German and French attrition in particular is minimal, with one of every four students completing Level IV. Furthermore, ten percent of the students elect to study an additional foreign language while completing their first choice. Although Brattleboro students tend to score high on the AATF *Concours* and the CBAT's, the community's isolation precludes their regular participation. The same impediment prevents them from entering competitions with any frequency. Yet the physical isolation of the program has stiffened the staff's resolve to espouse a cosmopolitan approach to teaching languages.

As in the case of most exemplary programs, a large measure of Brattleboro's success can be ascribed to this energetic, capable, and cooperative staff. Morale is high at Brattleboro: the staff works well as a team and is suffused with a healthy sense of critical self-appraisal—they are constantly striving to improve the quality of their instruction. Such conscientiousness takes concrete, practical form in their weekly meetings where they gather to share techniques and to help each other evaluate the work they are doing. In addition, the staff has elected to meet on their own time once a month to upgrade course materials and methods; these efforts have included work on a picture bank and "basic skills" testing, as well as demonstrations of successful teaching techniques.

An exploratory course for seventh-graders has given the language program added vigor.

A particularly attractive feature of the Brattleboro language effort is its elective seventh-grade communications class, a year-long modified exploratory course in which students are exposed to forms of human communication as manifested in language, art, music and dance, and body language. At all times the instructional emphasis remains closely tied with the practical and concrete. A unit in sign language, for example, concludes with visits and conversation with deaf children in a nearby school. Many world languages and cultures are presented, and the students devote a month of study each to French, German, and Spanish. This course has been extremely popular at Brattleboro; since it began five years ago with only one class, it has grown in 1979-80 to four classes that enroll nearly one-third of the entire seventh grade.

The benefits of the course are legion. In the first place, the study of human communication attunes students to the idea of language, opening international vistas and impelling the students to think about other cultures and correspondent linguistic systems. Such a formal exploration of language and culture ultimately creates a receptivity to language study that translates into increased enrollments and a much more viable language program overall: since the communications course was instituted five years ago, the number of students in the Brattleboro language program enrolling in Level I has increased by about 30 percent.

The school's policy for staffing this course includes the use of student teacher-aides, advanced students who assist the staff with the French, German, and Spanish components of this important seventh-grade course. A semester course (for credit) in teaching strategies for communication is provided for these teacher-aides, although scheduling conflicts prevent many of them from participating. Using these advanced students in the classroom has an important positive effect on the seventh-graders' attitude toward language study. At the same time, this feature provides the student interns with a marvelous opportunity to actually teach the language in which they are becoming proficient, thus improving their linguistic facility as they investigate firsthand a career in teaching.

The curriculum of the advanced program has been revised to include a series of semester courses.

Beginning in Level III of all modern languages, students may choose from a selection of topics that focus on culture, literature, conversation, or history, including such topics as French Detective Fiction, Youth in Germany, and Caminos de Mexico. All of these courses are implicitly structured to improve basic language skills. Such a high degree of innovative curriculum design extends to Levels IV and V, which have been combined into a rotating series of semester courses on such topics as L'Humour français, Youth in Present-Day Germany, and Great Spanish Novels. The Brattleboro arrangement allows students to move through Levels III-V at their own rate: they may take two to three years to complete upper division course work in a modern language. In addition, there is provision for students who cannot schedule regular language courses or who wish to work independently; five to seven students avail themselves of this option each year.

At Brattleboro the target language is the language of the classroom.

The language staff makes no bones about the predominantly strong oral/aural focus of classroom instruction: "From the first day," asserts Chairman Al Lynch, "all classes are conducted in the target language, with English used to a lesser degree on each level." Even in Level I, the amount of English that is used is minimal. Furthermore, being well aware of the pitfalls of teacher-dominated classrooms, the staff constantly polices itself to ensure that, in Mr. Lynch's words, "student activity outweighs teacher presentation." To maximize student participation, the staff has devised a number of group activities that repeatedly compel their charges to communicate with each other in the target language.

Though firm in their resolve to stress the target language in class, the teachers at Brattleboro are eager to appeal to as broad a spectrum of students as possible. To the extent feasible, the staff differentiate assignments and perform evaluation with regard to different learning styles and rates, their primary objective being to give individual students the opportunity of having a successful experience with the language they are studying. Furthermore, the Brattleboro staff is committed to keeping classroom instruction lively and interesting: from the very beginning of a course there is a strong emphasis on various aspects of culture as manifested in films, music, magazines, etc. Members from the nearby School for International Training, home of the Experiment in International Living, often visit the Brattleboro classes to talk with the students about various aspects of language and culture. Such visits are reciprocated when the students are invited to the school to observe classes in English as a second language, an experience which has been quite a revelation.

Language instruction at Brattleboro embraces the real world.

The predominant emphasis on the target language at Brattleboro is complemented and reinforced by a generous array of out-of-class activities which afford the students additional opportunities to develop their newly acquired language skills. The program's International Club is quite active, and the exchanges that Brattleboro language teachers have established with groups of foreign students and with Spanish students in a nearby community add zest to the Club's activities.

Most important, however, are the yearly exchange programs the staff has established in Germany, Mexico, Spain, and Switzerland. The Brattleboro staff is adamant about the critical need for students to participate in homestay programs, *not* sightseeing tours, if they are to benefit significantly from a trip abroad. The staff finds that students profit most from an intensive three-week immersion experience with a family in the host country, and the teachers ensure that the students will derive maximum benefit from their homestay by providing them with an intensive, semester-long orientation about the customs and peculiarities of the host country. Such attention to detail is an index of Brattleboro's commitment to develop in its students a high degree of linguistic proficiency and cultural awareness.

The language program at Brattleboro Union High School provides its students with an intensive but realistic experience with a second language. In sum, the program's success can be attributed to the following:

(1) a seventh-grade communications course creates receptivity to language study that has contributed significantly to the growth of the program;
(2) advanced courses focus on topics of interest and are designed to enable students to progress at their own rate;

(3) the predominant use of the target language in class ensures the development of a high degree of linguistic proficiency;
(4) the program provides an array of out-of-class activities, such as foreign homestays, that assist the students in developing an active command of the target language.

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Brecksville High School
Brecksville, OH

Despite all the jokes comedians have for years made about Cleveland, the German program in the senior high in suburban Brecksville is no laughing matter. With enrollments of nearly 15 percent in four levels (grades 9-12) and attrition that is strikingly low, this German sequence is an unqualified success: more than one in four students completes the sequence, and one in two completes Level II. In the past, Brecksville German students have distinguished themselves at the Kent State University Declamation Contest, and regularly score in the eightieth percentile or above on the German CBAT.

Located on the southeast side of Cleveland in a medium-sized district of 50,000, Brecksville Senior High School accommodates 1,433 students from a roughly equal balance of white- and blue-collar families whose median yearly income is about $22,000. Sixty percent of these students plan to attend a college or university.

It is no exaggeration to say that the German program at Brecksville Senior High School is the creation of George Nier, the department's senior German teacher. A lifelong resident of the community, he was instrumental in convincing the school to add German to the curriculum fourteen years ago. His background in business administration, combined with German heritage, brings a sense of authenticity and practicality to the program, successful features which manifest themselves in clearly stated goals and objectives for each language level. The Brecksville German program is thus characterized by a decided orientation toward the practical and the concrete.

Undoubtedly one of the program's strengths is its stability: after helping to develop the curriculum, Mr. Nier and hs colleague, Mrs. Sharon Buchanan, have stayed on to see the senior high program grow from two to nine classes in a span of about five years. Both are excellent teachers—Mr. Nier was a recipient of the AATG Distinguished Teaching Award in 1979-80. Both have lived abroad extensively, and bring to their teaching a plurality of methodologies and points of view, all of which keep German instruction lively and unpredictable.

Innovative classroom techniques make German at Brecksville vital and interesting.

George Nier bristles at the suggestion that German is more difficult than the Romance languages. How language is presented, he feels, invariably influences the resultant attitude of beginning students: if an instructor is adept enough to instill in his charges a high degree of interest and motivation, they tend not to notice or be daunted by the thornier issues of German grammar and syntax. Mr. Nier's central concern is to make the language accessible and alive: thus while his basic approach primarily adheres to the standard audiolingual method as espoused in the A-LM series, classroom instruction is enlivened by a wide array of highly imaginative acitivities that often tend to approach the more prosaic matters of grammar and syntax in an invigorating, excitingly new way.

German classes at Brecksville High School are a bustle of creative energy, with a strong emphasis on the visual aspects of learning the language. For example, Mr. Nier has devised a fascinating approach to the problem of teaching German word order. Students imagine that they are various cars in a train that is being switched around: holding a card representing the elements of the sentence "ich verstehe die Geschichte im Lesebuch nicht," seven students line up in order in front of the room. In order to add the conjunction "weil" correctly and thus transform the independent clause into a dependent one, student number eight, the "weil" car, must go to the head of the line, while student number two, the "verstehe" car, is displaced to the end of the train to produce the correct "choo-choo" transformation: "Weil ich die Geschichte im Lesebuch nicht verstehe." The fun involved in such an exercise is exceeded only by its incontrovertible effectiveness: with virtually limitless possibilities, the activity allows the students to visualize and perform syntactical transformations essential to mastering the language. These activities are of course quite popular among the students, and there is undoubtedly a connection between this highly engaging, visual approach and the virtually nonexistent attrition between Levels I and II.

Such innovation and creativity extends to all apects of instruction at Brecksville. Mr. Nier uses Bingo to teach numbers and numerical expressions, and students acquire new vocabulary items through intensive games of "Password." Additional incentives such as bonus points and the promise of less homework spur students to perform some German-related activity independently, such as creating the lengthy compound words that often bedevil beginning German students.

The instructional thrust of the Brecksville German program mandates the active and extemporaneous use of the target language.

The innovative techniques mentioned above have a goal other than teaching students to enjoy studying the language. The staff in the Brecksville language program conduct classes almost exclusively in the target language, and they go to great lengths to see that the students follow suit. These teachers find that the many slides they have taken in Germany provide an excellent stimulus for conversation, as do the innumerable skits students have written over the years. Both activities afford students an opportunity to use German in an active, fun, and meaningful way. Students also frequenly pair off to practice speaking only German with one another.

One especially rewarding activity relates to George Nier's emphasis on extemporaneous speaking: students each draw a card that describes a situation they are expected to act out. For example, someone who draws the card with the directions, "Du bist im Lebensmittelgeschäft. Beschreibe, was du kaufen musst," must give an impromptu account of a trip to the grocery store, mentioning prices and other details. Students are understandably enthusiastic about such activities; they enjoy using German situationally and concretely. Furthermore, methodological advantages of such an approach are self-evident. In addition to encouraging students to use the target language as extensively as possible, such concrete, situational activities inevitably help students conquer their inhibitions about speaking extemporaneously.

Advanced German students in the Brecksville program teach fourth-graders.

One of Mr. Nier's most interesting innovations connected with this resolve to encourage the active use of the target language involves the fourth-year students who spend one day per week teaching German to students in a nearby elementary school. Not to be confused with FLES, this program is intended only to offer cultural enrichment and minimal exposure to the language. Such an effort seeks to provide advanced students with an opportunity to augment their linguistic proficiency by teaching the language to others. At the same time, these seniors gain insight into the teaching profession.

The elementary school program has been an astounding success, both in the school and in the community. Parents of the fourth-graders have, in Mr. Nier's words, "raved" about the wonderful experience such an opportunity has provided their children. This parental enthusiasm has been a source of extremely effective publicity for the entire German program, enhancing its image in the community at large through the many compliments of the parents whose children have benefited from the elementary school project.

Out-of-class activities are an indispensable component of the successful German program at Brecksville Senior High School.

One index of the Brecksville program's success is the thriving German Club, whose membership of 156 accounts for over 33 percent of all the students enrolled in German. The club is quite active, and makes regular visits to local German restaurants, not to mention arranging *Weihnachts* and *Faschingsfeste*, the latter of which recently became so popular that the club could no longer accommodate the large number of people who wished to attend. On the more serious side, Mr. Nier has, for the past 14 years, taken a group of 16 students to Austria to attend the month-long *Internationale Ferienkurse* sponsored by the Cultural Studies Academy at the University of Salzburg. Students who have completed Level II are eligible to participate, and it is a measure of the quality of the Brecksville program that Mr.Nier's students are able to hold their own with university-level students in the Salzburg courses.

As Mr. Nier notes, such an experience is a priceless asset in terms of maintaining enrollments in the upper-level courses. His numbers speak eloquently for themselves. The strikingly low attrition noted earlier offers strong evidence that intensive study abroad can have a decisive impact on the vitality of an advanced program.

Of course there is more to the successful Brecksville German sequence than study abroad. The instructional effort in this program is designed to give the students an exposure to the language that is concrete, active, and fun. Specifically:

(1) the staff uses a variety of innovative techniques that stress visual aspects of learning grammar, syntax, and vocabulary;

(2) the predominant use of the target language in the classroom is complemented and reinforced by a vast repertoire of activities that require the active and ex-

temporaneous use of German;

(3) a generous array of out-of-class activities promotes intense interest in the program, while a substantial study abroad experience hastens the development of proficiency as it helps to ensure the vitality of the advanced program.

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Cherry Creek High School
Englewood, CO

Serving surburban Denver, Cherry Creek High School is one of three high schools in a predominantly white-collar district that encompasses an area of 110 square miles. A steadily growing population is comprised of affluent, well-educated families, 50 percent of whom have a Bachelor's degree, and 22 percent a graduate degree. The annual income of more than 70 percent of the families is above $30,000. Colorado's largest, Cherry Creek High School accommodates 3,300 students, 77 percent of whom plan to attend a college or university.

With 1980-81 enrollments at 50 percent, the elective language program is a highly successful, solidly professional effort that offers six levels of French and Spanish, five of German and Latin, and four of Russian; there are also Advanced Placement Language and Literature courses in German, Latin, French, and Spanish. In addition to substantial enrollment gains in the past five years, the rate of sequence completion has witnessed a dramatic increase: one student in five now completes Spanish IV and Latin IV. The rate of completion in French is one in four, while nearly a third of all Russian students finish Level IV. Further indication of success is readily apparent in the Cherry Creek students' consistently excellent showing in language contests at the University of Denver and the University of Northern Colorado. Their performance on the various AAT examinations is equally impressive, and most AP students receive some form of credit on the Advanced Placement examinations.

The language program at Cherry Creek is a thoroughly professional effort.

One of the obvious strengths of the Cherry Creek language program is its well-qualified staff, all of whom have studied and travelled abroad. These teachers are unequivocally fluent in their respective languages, and thus are supremely capable of developing in their students a high degree of fluency, the principal instructional goal of the program. Not only is the staff well trained: frequent workshops with noted authorities in the field provide an opportunity for them to refine their abilities. The department also regularly conducts sessions designed to provide a forum for exchanging ideas and teaching techniques, as well as for discussing various problems. In addition to boundless enthusiasm and commitment to their students, the staff are quite active professionally, and many serve in some official capacity at the state or local levei.

A flexible curriculum enables the Cherry Creek language program to accommodate a wide spectrum of students.

At Cherry Creek High School the main thrust of the language program is audiolingual, with a strong oral component that remains constant throughout the program. Teachers use the target language as much as possible in Levels I and II, and in Level III and above it is the means of classroom communication. At Cherry Creek the emphasis at all times is on developnig fluency in the students as rapidly and as effectively as possible.

The diversity of the school curriculum makes it possible to meet the students' often diverse needs and interests. In Levels IV and V of French, Latin, and Spanish there are separate sections that concentrate on conversation, literature, or culture, as well as provision for independent study that allows students to move through the program virtually at their own rate. The curriculum is further enhanced through an interdisciplinary program: in 1978-79, the French staff arranged a daily three-hour immersion course that included, as counterparts to French IV or V, special classes in cultural geography and home economics which were taught in the target language. Previously there were cross-disciplinary efforts in art, music, and history. The staff anticipates further refinements as soon as a district-wide curriculum and testing project is concluded. The many options at Cherry Creek lend a real spirit of innovation and flexibility to the program that undoubtedly accounts in part for the growing enrollments and recent increase in rate of sequence completion.

At Cherry Creek, languages are part of the students' everyday world.

Clearly one of the reasons for the unalloyed success of the language program involves its resolve to stress the connection between language study and the world outside the classroom. Latin, French, and German clubs are quite active, and the program occasionally organizes immersion weekend retreats in all the languages, as well as occasional trips to plays and restaurants.

The Cherry Creek program is committed to providing students with authentic experiences in the language and culture they are studying. To realize this commitment, Cherry Creek has created a thriving exchange program that brings in authentic cultural ambassadors—foreign students who greatly enliven classroom instruction. Having exchange students is of inestimable value: the very presence of native speaker peers gives the program an undeniable measure of credibility and authenticity, and at the same time lends authority to various methods of recruitment. An even more potent motivational factor vis à vis exchange is the opportunity for the Cherry Creek students to spend time in Mexico, Costa Rica, or Germany. These popular programs are complemented by summer travel excursions to Germany, Spain, France, and Mexico, all of which create singularly important incentive for students to initiate or continue language study. As enrollments indicate, the Cherry Creek travel- and study-abroad options ensure student motivaiton, and thus a real measure of program vitality.

Parents have been indispensable in making the exchange a success.

While administrative support for the exchange program and for the program as a whole has been strong, parental support remains one of Cherry Creek's mainstays. The abilities of Cherry Creek students are in general above average; their families are extremely ambitious and have high expectations of their children. Such concern has manifested itself in a real willingness to assist the staff in all phases of the program, especially with the exchange. Besides opening their home to foreign students, the Cherry Creek parents have spent countless hours helping both to raise money and to entertain their visitors. Furthermore, parents who have lived or travelled abroad are always willing to make slide presentations of their experiences to the various classes in the high school. Parental participation seems boundless, and its importance cannot be played down. In fact, the newest exchange program, an arrangement with a Berlin *Gymnasium*, is the direct result of the initial efforts of one of the parents.

The language connection at Cherry Creek extends to the metropolitan Denver community as well. The program is adept at exploiting the immense cultural resources of Greater Denver, which include foreign films, the Alliance Française, the Edelweiss Club for Bavarian Culture, and the Goethe Club. Foreign cultural celebrations occurring throughout the year include Posadas, Oktoberfest, Mardi Gras, and even a Christkindlmarkt. Regular radio broadcasts in Spanish and German offer excellent opportunities for practicing the respective target languages, while the recent influx of Russian immigrants into the Jewish Community Center provides valuable resources for various programs related to the Russian culture. Finally, the staff has been quite successful in enlisting the cooperation of the international business community: businesspeople from French, German, and South American firms in the Denver area have willingly consented to speak to the students about languages and careers.

The strengths of the Cherry Creek program are many. In general, the program's curricular flexibility and resolve to integrate language with the real world together produce a potent recipe for success at Cherry Creek High School. In specific terms:

(1) a flexible curriculum allows the program to accommodate a broad spectrum of students;
(2) a well-trained staff is capable of developing a high degree of fluency among the students through the predominant use of the target languages;
(3) there are innumerable opportunities for using the languages in authentic situations;
(4) strong support for the language program among the community guarantees a degree of success and momentum in the program as a whole.

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Cortez High School
Glendale, AZ

The Spanish program at Cortez High School takes its cue from the famous Spaniard for whom it is named: the department has "conquered" a significant segment of the student body. Its enrollments, up 30 percent from 1974-75, have stabilized at about 13 percent. The program offers a complete four-year sequence that includes Advanced Placement in level four. The tangible success of the Cortez program can to some degree be measured by these enrollments, which become all the more impressive when one considers that, as a rule, Cortez families are not bilingual. A further index of the program's success is its accomplishment in developing proficiency, as evidenced by the good showing Cortez students always make in various competitions: the program usually has at least one student place at the state level on the AATSP examination, and Cortez Spanish students regularly place in the Regional Spanish Honor Society Forensic Tournament.

Located in a large, predominantly blue-collar district in Phoenix, Arizona, the high school is one of nine secondary schools that together serve a community of about 200,000 whose average yearly income is $15,000. Cortez's 2,000 students are drawn from both suburban and urban parts of Phoenix; about one-half of the senior class plans to attend a college or university.

The methodology of the Spanish program at Cortez is based upon a fairly traditional audiolingual effort that uses the revised A-LM series in Levels I-II. Faced with students who are strongly predisposed to studying only two years of a language, the Spanish department has shrewdly chosen to stress the necessity of completing three years of the language. To this end, they have contrived to distribute grammar topics among the first two levels, reserving discussion of more arcane items such as imperfect subjunctive for Level III, while stressing a practical approach to learning Spanish. Level IV is open to those students who are interested in an intensive study of Spanish. The syllabus prepares the students, if they wish, to take the Advanced Placement Language examination in Spanish. Such logistical maneuvers have helped in some degree to remove the all-too-familiar "two-year stigma," thus enabling the program to isolate and minimize its attrition problem.

The Cortez staff is dynamic, well qualified, and creative. They have at their disposal excellent facilities, which include a media center for both teachers and students. Further, the program enjoys exceptionally strong administrative support. While solicitous of the students, the staff insists on using Spanish as the principle means of communication in the classroom: by Level II, the target language predominates. Although there is a roughly equal emphasis on speaking, listening, reading, and writing, the pedagogical tenor of the program stresses the acquisition of good communication skills in a context that is both practical and concrete.

At Cortez, the staff has devised special interest assignments that encourage the rapid acquisition of communicative competence in Spanish.

To assist the students in attaining this goal, the Cortez teachers have created a number of motivational activities. Beginning in Spanish I, writes senior Spanish teacher Mario Fierros, the students are required to research an aspect of Spanish culture that is of interest to them. The topics run the gamut from reports on comic books and travelogues to short novels, but the format remains the same, except for Level I students, who may use English: all home study entails reading twenty to thirty pages per quarter and concludes with a five- to ten-page report. The teacher proofreads all written work, and returns it to the students who then rewrite their essays and receive a grade on the second, corrected draft. The exercise concludes with the students presenting a condensed oral version of their findings.

Enthusiasm for these projects runs high: students react quite positively to having a chance to relate Spanish to their own special interests. By integrating Spanish with what the students enjoy, the activity creates both receptivity to and interest in the language. Furthermore, the provision for written and oral reports ensures the development of writing and speaking skills, while at the same time cultivating in the students an awareness of differences in the written and spoken language.

The staff makes a concerted effort to enliven more traditional classroom presentations: discussions of grammatical structures are thus punctuated by special cultural units that offer the students a break from the rigors of memorizing vocabulary and absorbing new syntactical structures. An especially popular example of this is the poetry segment of Level II, which is introduced during the second semester and focuses on various forms of Spanish verse. Students read and discuss representative poems, *romances,* etc., and then, after choosing a favorite piece of verse, the sophomores take turns reciting before the class the poetry they have memorized. Besides giving the students an authentic experience using the language, the exercise adds a dramatic flair to the class that enlivens and invigorates the entire instructional effort. This unit concludes with a flash of creativity: students are asked to write their own verse in Spanish, and may elect to recite their poems in the local Spanish Honor Society Forensic Tournament. Such an exercise provides an important vehicle for self-expression, while at the same time boosts the students' confidence in their growing proficiency in the language.

At Cortez, the pedagogical emphasis has increasingly tended toward the practical and communicative.

The work done in Level III is greatly enhanced by a simulated radio program that the students themselves prepare and produce. Covering such topics as the latest school gossip, local sporting events, and the weather, the program is rehearsed for several weeks before it is taped in the school's well-equipped media center. Aside from its eminent practicality and many benefits, the program has attracted the attention of a local radio station, which was so impressed with the quality of the students' work that they broadcast the program without charge. This hour-long affair—$500 of free air time—provided an excellent source of public relations for the Cortez Spanish effort, while affording students an invaluable opportunity to put their skills to practical use.

The radio program is only one of many ways the Spanish staff manages to spice up intermediate and advanced language instruction at Cortez. Whether the unit in question concerns "El ciclo de la vida" or "La superstición y la brujería en las artes hispánicas," the goal is the same: to give the students an authentic, active experience in the target language that enhances cultural understanding as it further develops linguistic proficiency.

Standardized testing at Cortez is yet another feature that helps students improve their mastery of the language.

In addition to the testing that occurs inside the classrom, evaluation of all students takes place at least once a semester. Other than in Level I where students take several forms of a special speaking test, students in Levels II through IV are regularly given Alternate Forms of the MLA Cooperative Tests for listening, reading, and writing. The grades the students receive on these tests do not affect their semester average, but are used to assist students in assessing the development of their linguistic skills: the testing program thus provides students with valuable insights into the rate and quality of their linguistic development, as it helps them to identify areas that need improvement.

For the most part students in the Cortez Spanish program welcome the opportunity to have their skills evaluated in a relatively objective, non-threatening manner. The test results also provide the staff with a wealth of insights into the program's strengths and weaknesses, and have through the years provided a priceless indicator of what in the curriculum and teaching strategies should be retained, and what should be discarded or altered. Ultimately such a means of independent assessment has meant an improved instructional effort in the Cortez High School Spanish program.

The program's activity ensures its visibility and popularity.

In addition to the special class activities mentioned above, Cortez involves the students extensively outside of class in bake sales, contest, fairs, Spanish Honor Society events, and frequent trips to Mexico. The program is resolved to provide the students with as many language-related activities as possible, especially those that require using Spanish in authentic situations.

In much of their work beyond the confines of the classroom, the staff strives to involve the community by publicizing the various endeavors of the program. Career education is becoming an important feature, and on Career Days the staff can always count on a number of representatives from the business community to thump the pulpit about how knowledge of a second language can improve a prospective job candidate's chances for employment. Community interaction ultimately means creating a positive image for languages as a whole, and recently the Spanish staff has begun to contact parents before registration with the expressed purpose of praising their children's progress. Further, for the past several years the staff has been presenting, in cooperation with the school's media center, a recruitment program in the feeder schools that sells languages via a witty and informative slide presentation. Such measures have had a significant positive impact on Spanish enrollments and have been instrumental in creating a real spirit of good will in the community.

The success of the Spanish sequence at Cortez High School is due to a number of interrelated factors, all of which are designed to make language study both attractive and useful. In summary:

(1) the curriculum makes formal provision for special-interest assignments that encourage students to pursue their individual interests;

(2) Spanish is taught in a practical, situational manner that emphasizes the development of communicative competence;

(3) regular standardized testing helps staff and students assess the students' linguistic development, while providing an important measure of the program's effectiveness in providing instruction consistent with stated goals and objectives;

(4) the program's extensive out-of-class activities create important visibility within the community, while helping to attract and retain a significant segment of the school population.

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Cranston West High School
Cranston, RI

Located in southwest suburban Providence, Cranston West High School is one of two senior high schools in the predominantly white-collar community of Cranston. Its medium-sized district of 70,000 accommodates 11,266 students in nineteen elementary schools and three junior highs. Although there is a strong business and vocational component to the Cranston West curriculum, 70 percent of the 1434 students plan to attend college. Foreign language enrollments are slightly better than the state average of 32 percent: in 1979-80 the Cranston program enrolled over 34 percent in six levels of French, Italian, and Spanish, three levels of Russian, and one of Latin. Indicative of the program's serious commitment to offering an array of courses is its provision for students interested in German to enroll in German classes at Cranston East High School, when available.

At Cranston West, accommodation and flexibility are the keys to success.

Cranston West has a solid language program that provides a balanced blend of culture, literature, and language, offered with the option of either a four- or six-year sequence in French, Italian, and Spanish. Popular games such as "Jeopardy" are an integral part of the teaching strategy; films, filmstrips, and an occasional feature film also play an important role in the program at Cranston West. The provision for dual-tracking is a revealing indication of the program's strong emphasis on accommodating students. In fact, there are special sections of all Level II classes in French, Italian, and Spanish for those students whose unsatisfactory performance in Level I would ordinarily have meant their withdrawal from language study. Such a provision is symptomatic of a program that engages a substantial portion of the student body by offering an experience in the respective languages that is both meaningful and practical.

At Cranston West there is a strong emphasis on the intensive use of the target language in class.

The Cranston staff has devised a number of options for ensuring that the foreign language becomes the language of the classroom. These language teachers strive to inspire the students to use the respective languages in an active, meaningful way by providing them with situations that elicit such a response. Having obtained a state grant for curriculum development, the program was able to create curriculum guides that provide a strong foundation for day-to-day instruction and for departmental criterion-referenced testing. With such a solid base on which to structure teaching strategies, the staff is encouraged to develop innovative approaches that will mandate the active and creative use of the language. Particularly worthy of note are the following, which have been developed for French, Spanish, and Italian.

The on-site visit

When we arrived in the Level III Italian class, students were in the midst of "La vita odierna," an activity which attempts to replicate authentic situations from everyday life. In this particular class a student had transformed the front of the room into a shoestore where he had laid out a number of pairs of shoes with their prices clearly marked in *lire,* and other students, the prospective customers, were sharply quizzing him about the respective sizes, quality, and price. While providing an occasion for using the language actively, the exercise also afforded the opportunity to learn important vocabulary items from everyday life, an aspect that the students told us they found particularly valuable. In accelerated Italian eleven, students simulated an airport where passengers checked in, deposited their baggage, exchanged money, etc. Finally in "Mostri e Dica," students in Italian twelve described, often with almost flawless proficiency, items such as a gold toothpick, a brick, and a favorite Pagliaccio.

In all these classes, we observed students actively learning vocabulary for situations in which they may conceivably find themselves. The staff facilitates such activities by having the students responsible compile a list of relevant vocabulary items which they distribute to the other class members. The exercise is then conducted entirely in the target language.

The most extensive application of this basic precept is "Le Marché," an activity in French II which lasts the better part of nine weeks and takes place most Fridays. For the past six years the senior French teacher and his students have been reproducing French town life in miniature. They begin by setting up three stores and forming political parties. Then the fun begins, as the students are urged to exercise their creativity and capacity for fraud and corruption. Sooner or later a merchant will try to bribe someone on the city council. Less adept at graft than at making money, he is soon found out and brought to trial where he implicates two council members. The unit concludes with an impassioned trial that lasts several successive Fridays.

To ensure that things run smoothly, the teacher helps the students compile lists of specific vocabulary items peculiar to their chosen professions, and the students act out extemporaneously their roles as merchants in this French village. The whole exercise has great attraction for the students, and plays an important role in assisting them in acquiring an extensive vocabulary, while furthering Cranston's goal of developing in the students a high degree of linguistic proficiency.

An important public relations program helps keep enrollment stable at Cranston West.

Staff and students alike make a concerted effort to publicize all aspects of the program. At Cranston West during the month of March, which has been designated "Foreign Language Month," the language students and staff are involved in many activities designed to demonstrate the vitality of the program, as well as the practical rewards of language study. In this way the staff is able to recruit new students and to retain those already enrolled.

Students begin by decorating the school from top to bottom: exhibits spotlighting the languages taught at Cranston are strategically placed in all display cases; students wear flag pins representing the country of the language they study; signs throughout the building exhort the students to consider studying a language. Throughout the month, campus radio spots aired over the public address system provide witty, ingratiating cultural anecdotes about career possibilities. One such program featured a daughter interviewing her Spanish-speaking mother, and concluded with a short concert of Spanish music. Foreign Language Month culminated with the popular and gargantuan International Festival, a banquet of French, German, Spanish, Russian, Roman, and Italian foods prepared by the respective clubs. Students are invited to attend and enjoy native-style entertainment provided by talented language-club members. In addition to helping to create an important sense of solidarity within the program, this extravaganza also attracts many newcomers to the study of languages.

Another important aspect of the Cranston program is its strong clubs.

The serious commitment to language study at Cranston is reflected in the activities and activity of the respective language clubs. In addition to their work during Foreign Language Week, they often prepare gourmet meals for the staff and are involved in charitable work in the community: providing Christmas baskets for underprivileged Spanish families and singing Italian carols at Christmastime in a home for the aged are two of the many activities. The Spanish Club even produces and distributes a magazine, *El Campeador*, which contains Spanish short stories, poems, and features written by the students. *El Campeador* also includes a section devoted to career education, another important focus of the Cranston West program.

The emphasis on the practical and concrete at Cranston is complemented by a growing emphasis on career education.

One of the highlights of Foreign Language Month mentioned above is Career Day. For this important event, all language students are excused from class to hear talks about languages and careers. Included in the array of guest speakers are presidents of a bank and a travel agency, a judge, an attorney, the president of an import/export company, a sales representative from a major insurance company, and a bilingual representative from the State Department. The impact of such an assembly is substantial. As one student told us, "It really makes a big difference in how you look at your language classes when you hear the president of a local bank say that he has an opening right now for a teller who is bilingual in Spanish."

Just this year the department has formalized its commitment to career education by requiring, as part of their new Career Exploratory Program, that all teachers present, at least once a month, a career exploration unit; guest speakers often are invited at this time to impress upon the students the importance of languages in a career. In yet another attempt to bring language study into the real world, the Cranston program, through its emphasis on careers, ensures itself of stable enrollments and a satisfied clientele.

A strong, dynamic chairman plays an important role in keeping the program successful.

We would be remiss if we did not mention the strong leadership assumed by the chairman, Anthony DeLuca, who acts as advocate and chief troubleshooter for the program. Not merely a publicist, he constantly evaluates the quality and substance of instruction by visiting at least one, and often two, classes per day. He is also responsible for designing a survey of students who choose not to continue in the language, in the hope of reducing attrition in the upper-level courses. DeLuca takes scrupulous care in maintaining an excellent relationship with the administration. It is because of this rapport that students can be excused for various language functions such as Career Day and the frequent field trips that DeLuca and his colleagues arrange. The chairman's own involvement in local politics probably in some measure accounts for his deft management of the program, which he runs with flair and with an eye to public relations. The substance of the Cranston program is excellent, and the competent, hard-working staff sells it well, thanks in large part to the efforts of a most effective Chairman.

The language program at Cranston West High School is exemplary first and foremost because of the quality and diversity of instruction; the staff makes a concerted effort to encourage an active and concrete use of the respective languages. Success at Cranston can be thus summarized:

(1) through the use of innovative motivational techniques, the teachers ensure that the target language is used intensively in the classes;
(2) the staff teaches their respective languages in concrete, situational terms that involve practical, everyday situations;
(3) the career aspects of language are constantly stressed, thus helping to maintain enrollments;
(4) the program is deeply involved in effectively publicizing both the achievements and potential benefits of the language program at Cranston West.

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Cupertino High School
Cupertino, CA

Cupertino, California, is the home of a gastronomically-inclined computer that contains extensive information about New York restaurants. Such sensible use of technology is equally in evidence in the local high school, where the language program's creative adaptation of computer programs for language instruction is an important, but not exclusive, successful feature.

Located in the suburbs of San Jose, California, Cupertino High School has a student population of about 2,200 and is one of six high schools in a district of 200,000. Parents of Cupertino students are employed in predominantly white-collar jobs and are moderately affluent: 50 percent of them have an average yearly income of $30,000 or more. Espousing professional values, they tend to support language study as part of the general college-preparatory ambience of the school; 60 percent of the Cupertino student body plan to attend a college or university.

The language program at Cupertino High School is unique. Despite rather stringent budgetary restrictions, the department continues to foment instructional innovation that appeals to the disparate interests and abilities of more than one-third of the student body. After experiencing a slight decrease in enrollment in the past five years, the program has managed to stabilize its enrollments at 36 percent. Not only the size, but also the scope of the program is noteworthy: the Cupertino department offers complete sequences in French, German, and Latin, with a five-year option that includes Advanced Placement in Spanish.

Yet a simple enumeration of the course sequences in no way does justice to the diversity of course offerings. The truly exciting spirit of innovation and diversity far outweighs the size or scope of the program: in each of the language areas the staff has developed exceptionally appealing courses of study that foster both intellectual curiosity and a real proficiency among the students involved.

The success of the program can to some extent be measured by its enrollments, which are 50 percent higher than the California average. Equally impressive is the strong showing the Cupertino students always make on national examinations. In the last ten years AATSP examination scores have been among the top five in the state, and in 1977-78 a Cupertino Spanish student was a national winner. German students always score in the eightieth percentile or above on the AATG examination, and in the last four years 49 out of 50 Cupertino language students have received college credit on the basis of their CBAT scores. Such an achievement becomes even more impressive in view of the plurality of students taking these national examinations: at Cupertino, students of all ability levels are encouraged to compete. Such egalitarianism is in fact characteristic of the instructional focus of the program as a whole, which is resolved to attract and interest students of radically differing backgrounds, talents, and interests.

A variety of innovative approaches enables the program to accommodate a wide spectrum of students.

The language program at Cupertino High School is replete with examples of the staff's creativity. Chairman Ed Cutshall is convinced that the program's continued success is inextricably tied to the staff's ability to develop instructional and motivational activities that help students achieve fluency in relation to their rates and styles of learning. For example, the courses of study in Spanish I and II are based almost exclusively on teacher-prepared materials and tapes that facilitate the balanced acquisition of the four skills, developing in the students a real proficiency in the target language in a relevant cultural context. Though not individualized, the courses of study incorporate a wide arry of activities that address the different needs and learning styles of a variety of students.

Another example of instructional flexibility and curricular innovation is the Latin sequence. Undaunted by the problem of low enrollments in the upper level courses, the staff devised an independent study program which allows students, with permission of the teacher, to pursue successive independent projects of three weeks' duration. At the same time, these students serve as tutors to the beginning students in the lower level classes. This tutoring system has also been adopted by the French program, which has found that a provision for peer teaching affords advanced students an excellent opportunity for grammatical review and active use of the target language.

As Cutshall notes, many of the students "do double duty in the language classes." Part of the reason the program as a whole works so well is that staff and students are willing to schedule extra course work at lunch or after school. Advanced students in German and French regularly take Advanced Placement examinations, and students of Spanish are offered a special autonomous course that meets four times per week outside the regular class to study the Advanced Placement syllabus.

Computer-assisted instruction makes the German program at Cupertino attractive.

One of the most exciting inovations of the Cupertino language effort is the German department's computer component, which is used for remedial work, enrichment, and accelerated work. The German teacher and several of his advanced students have written a number of programs that provide cultural enrichment or offer an array of drills on special review topics such as strong verbs or remedial vocabulary items. The popularity of these special computer programs at Cupertino is immense: while virtually eliminating the problem of a motivated student falling behind, the computer programs themselves provide significant motivation because of the fundamentally active nature of working with a computer.

Typical of the versatility of the German program is its provision for talented students to complete two years' of work in one, in part via computer. The program begins by administering the Modern Language Aptitude Test to all students. The five to ten who score in at least the ninetieth percentile are invited to participate in the accelerated program which meets four times per week after school or during lunch.

At this point one might legitimately question how the program acquired funds to buy a computer, especially in this era of shrinking budgets. Hardly a requisition from the central office, the computer was purchased by the students, who raised nearly $1,200 of the required $1,700. The very presence of this computer is thus indicative of the high degree of enthusiasm and dedication of the students, and eloquent testimony to the healthy state of the program.

Out-of-class activities are a necessary feature of the Cupertino program, and its active language clubs contribute in large measure to the spirit, incentive, and wherewithal for such endeavors. More than 90 percent of all German students are enrolled in the German Club, and they work tirelessly to raise money to support the various activities of the department, the two-year old computer project being the largest of several. Equally industrious are the French and Spanish clubs, whose many endeavors secure funds for the yearly exchange programs to Europe and the excursion to Mexico during spring break. Candy sales and other fund-raising activities provide money for a wide range of events that include renting foreign films and bringing native dance and theatrical groups to the school.

The Cupertino program works to provide frequent opportunities to use the target language in authentic situations. In addition to the study and travel abroad options mentioned above, an immersion camp for intermediate and advanced French students is held each year during spring break at a site in the Santa Cruz Mountains. The staff is strongly committed to all immersion experiences at home and abroad, and it is a measure of the program's effectiveness that the students are always pleasantly surprised at how well they are able to communicate in the respective target languages.

The Cupertino program employs several forms of testing to ensure the most effective accommodation of their students.

As already noted, language students at Cupertino are given the MSAT to determine their eligibility for the accelerated German course, as well as to aid in general placement in the program. The language department also administers ELSIE, a test to measure preferred learning style. Scores of both tests are recorded on an individual student record card that follows each student from level to level; the profile is designed to assist teachers in maintaining a continuity of approach, while adapting instructional techniques to the different ability levels of the students. This is yet another aspect of the Cupertino commitment to accommodation that contributes to the program's continued vitality.

The language program at Cupertino High School owes its success to the innovative spirit of a dedicated and creative staff who have devised a number of imaginative approaches that suit students of varying interests and abilities. In summary:

(1) the program makes provision for students to work at their own pace;
(2) the staff has devised a number of motivational activities that help develop fluency in the student;
(3) computer-assisted instruction brings flexibility to the German program;

(4) the program vigorously pursues a variety of extracurricular activities that generate enthusiasm for language study while offering opportunities for using the respective target languages.

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Dunbar Junior High School
Little Rock, AR

Located in urban Little Rock, Arkansas, Dunbar Junior High School is one of seven junior high schools in a district of about 150,000 people who comprise predominantly Black, white-collar families with an average yearly income of $20,000. The school itself accommodates 609 students in grades 7 through 9, and nearly one-third of them are enrolled in either French or Spanish, more than twice the state average. The reason for such a dramatic difference is relatively straightforward: language instruction at Dunbar is active, meaningful and fun.

Offering two years each of French and Spanish, the Dunbar language program places great emphasis on an aural/oral approach such as motivational activities, games, and contests. There is, moreover, an insistence on active classroom use of the target languages. Finally, the language program at Dunbar reaches beyond classroom instruction through an array of out-of-class activities, an indispensable feature that is undoubtedly one of the keys to its success. Dunbar students regularly participate in state and local competitions, and generally capture state honors in the AATF and AATSP examinations.

At Dunbar the target language is the language of the classroom.

One of the principal objectives of the program is to develop facility in the respective target languages by having the students use the spoken language as often as possible. To realize this goal, the staff has devised a number of activities, such as Tic-Tac-Toe and charades, that facilitate and encourage the active use of the language in class. All such strategies are linked to a system which awards oral participation points to students who display willingness to use the respective languages. Everything from answering questions to reading aloud gets an activity point, and almost any type of positive behavior is rewarded, including volunteering a response. The point total ultimately constitutes one-third of the semester's grade.

Such a system makes it feasible for language classes at Dunbar to be ceaselessly active. Students do not, for example, simply learn adjectives, but rather are required to incorporate new adjectives into a riddle that describes a classmate. Students who solve such riddles, as well as those who write them, receive activity points. Such a system thus shrewdly promotes the active and creative use of the language.

Language and culture come alive through an emphasis on the real and the immediate.

Not only is the target language preeminent, the staff also strives to approximate authentic circumstances for its use. The program has at its disposal a wide array of realia from Spain, France, and Mexico, and these cultural artifacts play a prominent role in making language study a real and meaningful experience. "Market Day" is one especially popular and effective application of this principle. Once a semester, after students have gathered together all the boxes, bottles, and cartons representing typical French or Spanish products, they challenge one another in a variety of commercial ventures, having pledged to use only the target language. The staff has found that students take particular pleasure in an activity that compels them to apply what they have learned in a real-life situation, and the presence of authentic realia facilitates and even hastens the acquisition of language skills.

The emphasis on the authentic at Dunbar is strong. During the frequent games that complement the program's more formal instruction, winners are often rewarded with native realia; thus the victor of a Tic-Tac-Toe marathon might receive a metro stub, a small coin, or a foreign stamp. Further, when studying the French school system, Dunbar students do their assignments on authentic French-ruled paper, and they are graded on the French 1-20 scale. Such careful attention to detail is important psychologically: students need these small reminders that what they are studying actually exists, and is not some construct dreamed up by the teachers. To cultivate this sense of reality, students are often required to work in small groups. One activity in which they participate requires that they select an object at random from a grab bag of native realia, and describe it in the target language. At Dunbar, language connects with the real world.

To stress the relevance and practicality of language study, the staff has arranged for a steady stream of speakers to share their language-related experiences with the students at Dunbar Junior High. Guests have included exchange students, missionaries, businesspeople who work for foreign firms, people who have travelled abroad, and even parents who have lived abroad; in short, the program invites anyone who can offer the students a fresh and authentic perspective on language study. Especially popular recent speakers include an American bilingual secretary for a French-owned company located in Little Rock, and a Nicaraguan social worker who is the pastor of a Hispanic congregation in town. Such a vigorously pursued cultural connection between the classroom and the outside world complements the strong aural-oral focus of the program.

A strong extracurricular focus is an important successful feature of the language effort at Dunbar Junior High School.

The intense activity of the Dunbar program is not confined to the classroom. The students are deeply involved in a wealth of out-of-class activities that keeps both enthusiasm and enrollments high. The cosmopolitan orientation of the program presupposes the extension of its efforts beyond the classroom. Students and staff make frequent excursions to see groups of native performers such as dancers, musicians, and theatrical groups that come to Little Rock each year. As noted above, the program is quite active in state and local festivals and contests, and the well-attended club meetings are often a bustle of activity as students prepare for special fund-raising activities.

The students in the program are performers as well. They frequently entertain community groups as diverse as the PTA and the Easter Seals kindergarten with songs, dances, or skits. While effectively publicizing the program, such productions also offer students an important opportunity to display their language skills to a diverse group of townspeople. Having such occasion to take their talents beyond the language classroom undoubtedly accounts in part for the students' enthusiasm about the language program at Dunbar Junior High School, and thus is an important component of the program's success.

The language program at Dunbar is successful because the staff rapidly develops the students' oral skill through highly engaging motivational activities that provide an opportunity to use the target language in a meaningful, authentic way. In summary:

(1) at Dunbar the target language is the primary vehicle of classroom communication;
(2) the staff utilizes a wide array of native realia to stimulate the target culture;
(3) special motivational activities such as games and contests are enhanced and complemented by a system of awarding points for positive activity;
(4) the program's strong extracurricular component ensures a high level of enthusiasm among the students.

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Fort Johnson High School
Charleston, SC

Our visit to the language program at Fort Johnson High School, located on James Island near Charleston, South Carolina, inevitably recalled to us that the first shot of the Civil War was fired just north of there at Fort Sumter. This language program, in the words of the Chairwoman, Lollie Eykyn, is "fighting the battle of the two-year image," but more than that, they are fighting to prevail in a climate that has traditionally been singularly indifferent to the study of languages.

Situated in Charleston County, the most densely populated in the state, Fort Johnson High School is one of two high schools in a part-rural, part-suburban public service district of 27,000 just south of Charleston. Employed in white- and blue-collar jobs, the Fort Johnson parents are not, according to the chairwoman, inclined to clamor for their children's right to study languages. Since the school opened in 1969, the language program has been fighting a decidedly uphill battle beset with both financial and attitudinal obstacles. By all rights the program ought to be marginally adequate at best.

In fact, the Fort Johnson program is flourishing, having enrolled over half the student body in French or Spanish, a figure that is two-and-one-half times the state average of 20 percent. Students in the program score exceptionally high on the AATF and AATSP exams, and consistently do well in local and regional competitions. Further, they are often exempted from introductory college language courses—indeed, a number of colleges and universities, including Clemson and the University of Georgia, have written to compliment the teachers in the preparation their students have had. What's going on here?

The Fort Johnson language staff is certifiably crazy—and exemplary.

Practically everything you could imagine happens sooner or later at this suburban Charleston school. The Fort Johnson program is a self-propelled burst of enthusiasm, histrionics, and hard work. A kind of siege mentality prevails among its excellent teachers, charging the atmosphere with excitement. One never knows what to expect next. The staff specializes in the kind of controlled unpredictability essential to successful language instruction. At Fort Johnson the teachers *are* the program.

The chairwoman sums up the situation quite well: "We have proven that a few good and enthusiastic teachers can conquer just about any odds if they do not give up." The quality of instruction at Fort Johnson High School is striking: the staff of four is thoroughly prepared to teach their respective languages with finesse and authority. But their imagination, enthusiasm, and tenacity outstrips even this teaching competence: in adamantly refusing to be preempted by any of Fort Johnson's multitude of popular courses, including marine biology, the language program ensures the enviable visibility and attractiveness that contribute in large measure to its accomplishment. In fact, this is a bona fide success story.

Although some communities on James Island fall into rural and suburban categories, the setting is distinctly rural: as we approached the school, a rooster strutted across the road toward a series of refurbished trailers adjacent to the school itself. One of the first things one sees as one walks into the school is a large poster that advertises not a pep rally, but foreign languages: "Bored? Try French! It's Fun!" The poster is indicative of the high degree of visibility of the program, and tips us off to one of the major components of success at Fort Johnson: the teachers are selling language.

At Fort Johnson languages are marketed in a clever, effective way.

The language staff at Fort Johnson waxes eloquent about the need for selling an elective subject. "Languages," one of them told us, "have to be sold just like anything else." Teachers and language students participate in an all-out public relations campaign throughout the year. In addition to the posters we saw around the high school, students and staff mount an effective advertising campaign in the middle schools during the entire year; all are actively involved in convincing eighth graders of the need for taking a language. For example, each year before preregistration, staff and students make presentations to all eighth graders to enlighten them about the rewards of studying a language: cheerleaders enrolled in language classes work up cheers in French, other students present skits and stories, sing songs or do commercials. In short, they will try anything to impress upon the eighth graders how important language study is, and how much fun. One particularly popular skit involves two lovers coming home from a date. Presented first in French and then in English, the situation is usually riotously misinterpreted by those who don't understand the language. The groups also accent the familiar by offering foreign language versions of well-known television commercials.

Such activities with their emphasis ont he immediacy and accessibility of the subject, stimulate interest in taking a language. Also, the Fort Johnson staff takes its case to the parents through yearly presentations to the eighth-grade PTA about the virtues of studying a language; the chairwoman then contacts parents of all children who did not preregister for a language, advising them once again of the exigencies and benefits of studying a language. These measures have been distinctly successful. By fostering an atmosphere receptive to the idea of language study, they have helped to increase enrollments by nearly 60 percent in the past five years.

Special motivational techniques are used to check attrition.

The Fort Johnson staff has an enviable facility for retaining their students. Once enrolled, the students are bombarded with an array of activities that make language study irresistible. These special motivational techniques are designed to overcome the "two-years-of-a-foreign-language" mentality through constant classroom emphasis on the practical, active use of the language. Such an approach is highly personalized. The students are constantly cajoled, challenged, and reassured, but never to the detriment of instructional integrity. High standards at Fort Johnson are nevertheless complemented by an approach that is extremely supportive and solicitous of the students. The staff's unequivocal commitment to ensuring that its students have a successful experience with the language was clear in the first class we visited: among the many splendid, engaging decorations in this French classroom was a set of posters, affixed above the blackboard, spotlighting forty-eight useful French expressions such as *Je le sais*, *Je comprends*, *Vous avez oublié l'accent*, and *J'ai essayé!*

The staff at Fort Johnson frequently uses excellent pictures or drawings to help the students visualize what they are learning. In drilling the forms of *avoir*, for example, one teacher used illustrations of common objects such as books and pencils to present the paradigm in a concrete, practical way. Similarly, as students in Spanish II broke into groups to study reflexive verbs in greater depth, they were assigned to discuss pictures suggesting these verbs; after practicing their descriptions, the groups presented them to the rest of the class. Such varied but methodologically consistent techniques assure the Fort Johnson students of security, a built-in degree of success, and also a practical, tangible experience with the target language.

The staff also works hard to cultivate an active command of the target language. We observed a good example of this in French IV where students took part in a guessing game in which the teacher placed a common object, in this case a balloon, in *La boîte*. In the manner of "What's My Line?" the students had to guess the contents. Besides eliciting an extremely favorable response from the students, the game was pedagogically valuable: besides affording the students practice in framing questions, *La boîte* also encourages an active, competitive of the target language.

The Fort Johnson language staff combats attrition in a number of other ways. For example, advanced students regularly present skits to Levels I and II; this past year a French version of "The Muppet Show" was videotaped for use in the lower-level courses. Just before preregistration one of the Spanish teachers sends parents of successful Spanish II students "Successograms" detailing the good work they have done in Spanish II; in the same "Successogram" this teacher invites the students to continue in Level III. Most important, all staff members try to establish highly personal relationships with their students that will induce them to continue studying the language. The ultimate success of this concerted effort is registered in the relatively low overall attrition in the program, which is less than 10 percent from Levels I to II. While scheduling problems make attrition in III and IV somewhat higher, we have little doubt that the thoroughly determined staff at Fort Johnson will ultimately solve this problem, too.

Variety is the key to the successful advanced program at Fort Johnson.

Classes at the upper level are enhanced with special "fun units" that supplement more traditional units on grammar and syntax. The Fort Johnson staff personifies the important pedagogical principle that variety is essential to successful classroom instruction. Their new curriculum guides contain a wealth of suggestions for games, special cultural units, detective stories, units on slightly off-color expressions, tell-ajoke day, and a most intriguing (and very popular) game called "If You Can Name What I Have On, I'll Take It Off." We should add that the substance of the courses continues to be oriented toward a basic audiolingual approach that stresses speaking skills.

In general, the pedagogical emphasis at Fort Johnson is on the active, practical use of the language; student hone their linguistic skills by playing roles appropriate to given situations. Furthermore, the use of pictures to illustrate vocabulary, pantomime with accompanying explanations in the respective target languages, and a host of other motivational techniques virtually assure the students of an active command of the language.

Career education is playing an increasingly important role at Fort Johnson.

The staff's penchant for the practical and the concrete quite logically extends to the environment around them. Charleston is a thriving seaport with a good share of foreign shipping, business interests, and industry. South Carolina ranks fourth in the nation in the amount of foreign industry it attracts; thus the staff is able to capitalize on the locally acknowledged fact that competence in a language means employment. They occasionally invite businesspeople in foreign firms to speak to the classes, and one of the French teachers practically kidnapped a French sailor off the streets of Charleston and cajoled him into talking with her classes.

The Fort Johnson teachers make every effort to educate their students about career opportunities for those proficient in another language. The success of this resolve is registered in markedly increased enrollments and in student attitudes about language study: most of those with whom we spoke professed a real interest in using their language skills in the business world.

Staff involvement in all phases of student life is an excellent source of public relations.

The language teachers at Fort Johnson make a concerted effort to integrate what they teach into the total life of the school, a tactic they feel has had a direct effect on attracting and retaining students. These four women are involved in sports, pep rallies, parades, and sponsorships of the French and Spanish clubs, which are among the most active on campus. The work of these organizations creates important visibility for the program: one club sponsors a school carnival, and both go into local neighborhoods at Christmas to sing carols in the target languages. They also have banquets and speakers, and organize trips to Quebec, Mexico, and Spain. Through the staff's personal contacts abroad, the department sponsors exchange programs each summer with schools in France and Spain, thus providing Fort Johnson language students with extremely valuable immersion experiences.

As the chairwoman notes, "language students themselves are a great advertisement for other students." During Foreign Language Week students and staff label everything in the building in the foreign languages; they also read and print the school menu in the respective languages, present language displays in the library, and sponsor soccer matches between the language classes. Such activity maintains a high level of student interest and ensures the program's continued good health.

All of this selling works because the staff has an excellent product to offer: proficiency in a language. Behind the glitter of their excellent public relations campaign is the substance of excellent, creative teaching. Considering the conditions under which these teachers have to work, the Fort Johnson program is a bona fide miracle. The efforts of its staff demonstrate an important truth about language teaching: a program can be made to succeed if there is sufficient talent, tenacity, and a spirit of cooperation. At Fort Johnson success is ultimately dependent upon the resolve of these four women: they insist that the program thrive in the face of daunting odds. Their secret, other than outstanding capability and feisty resolve, can be summarized thus:

(1) the Fort Johnson language program has a well-developed public relations component that ensures a high level of visibility for language studies;
(2) the teachers employ special motivational techniques to attract and retain large numbers of students;
(3) the staff at Fort Johnson is intimately involved in all aspects of student life in the school;
(4) instruction at Fort Johnson is grounded in the practical, the concrete, and the immediate.

For more information, please contact: *Lollie Eykyn, Fort Johnson High School, 1000 Fort Johnson Road, Charleston, SC 29412. Telephone: 803/795-5450.*

Green Mountain High School
Lakewood, CO

Located in white-collar, suburban Denver, Green Mountain High School has an especially strong language program that offers five levels of French and Spanish, four of German, and three of Latin. Nearly 30 percent of the school population of 2,000 is involved in the language program and enrollments have been stable since the school opened six years ago.

Although the whole language department, indeed the entire Jefferson County language program, is clearly a successful effort that has achieved national prominence, we found the French sequence at Green Mountain High School especially outstanding and worthy of study. Unlike most of the language programs described in this book, the Green Mountain French sequence is completely individualized and has been for the last six years; the other language sequences at Green Mountain for the most part use a more traditional approach. The vitality of the French sequence at Green Mountain is all the more impressive in view of the fact that Colorado is virtually bilingual (English-Spanish). While French trails Spanish in enrollments (eight percent as opposed to ten percent), its rate of sequence completion (through Level IV) is 25 percent, half again as high as in Spanish. Because of the individualized format in French, there is even provision for a small Advanced Placement course in French literature, the only such course in the language program.

There is no need to restate the rationale for individualized instruction. What is pertinent to our discussion of the Green Mountain French sequence are the various mechanisms the staff of two have created to make their program successful. By definition, individualized instruction is predicated upon extremely careful planning outside the classroom, and extensive contact either individually or in groups with the students inside the classroom. Two immediately apparent strengths of the French program at Green Mountain High School are its strong emphasis on developing oral skills and its approach to evaluation and classroom management.

The stress on oral communication engages students at all levels in mutual discussions, drills, and tests.

The standard texts for the individualized sequence are *Son et sens, Scènes et Séjours,* and *Promenades et Perspectives*. In general, the students are expected to cover two-and-one-half textbook units per quarter; to ensure continuous progress, the teachers structure assignments in weekly segments.

It is the staff's experience that individual classes tend to group themselves after a few weeks, at which point the gradual process of individualization can effectively begin. In order to promote the rapid development of oral skills and to check the problem of cheating, the staff tests all grammar items orally, and evaluations occur each time a new point of grammar is introduced into the weekly lessons.

The prevailing philosophy involved in devising and organizing assignments rejects evaluation for its own sake: the staff goes to great lengths to see that learning the language remains the primary endeavor in the class. Such a policy means proofing all written work and returning it to the students to correct and resubmit until it is virtually free of errors. As the culminating exercise of a lesson, students must pass a written exam that covers all grammar, spelling, and vocabulary. Because of the provision for regular oral evaluation, students generally do quite well on this written test; the system, after all, ensures prior mastery and oral proficiency, and this makes it possible to weigh the final examination as only one-tenth of the total semester grade! Such controlled progressive learning ultimately means—and our inspection of final course grade lists bears this out—that there are very few, if any, failures, a fact that may account for the high rate of sequence completion at Green Mountain.

Individualization has helped to maximize the use of the target language among the highly motivated students.

Equally important is the oral interaction among the students themselves, who frequently drill and review with one another in pairs or in groups. Even when they are not practicing, the more ambitious French students are expected to communicate with one another primarily in the target language. Their discussions with each other are greatly facilitated by a list of common French expressions disseminated at the beginning of the school year, and those who especially distinguish themselves are awarded bonus points.

With the exception of grammar explanations, the classes are, for the most part, conducted in French. The system at Green Mountain is designed to exploit the freedom inherent in individualized instruction: the fact that such an approach is much less regimented and dominated by the teacher affords students maximum opportunity to use the target language. In this way French becomes the principal means of communication in the classroom for those students who wish to speak French exclusively; others may acquire facility more gradually without being intimidated by the more highly motivated. In this way, the course is able to accommodate quite effectively the disparate learning styles and rates of the students.

Efficient and effective course management is an important component of the French program at Green Mountain.

Testing and retesting are important features of the Green Mountain French program. The staff believes that "Fear of failure should not be allowed to discourage [the students] from attempting tests." A number of mechanisms have also been designed to distribute the demand on the teacher's time during the day: students are encouraged to come for help before and after school; there is a grace period of one week after the due date of an assignment, during which students may come before or after school to finish a lesson; during class time students who need help or wish to be tested or retested are required to sign in on the blackboard, thus alleviating some of the chaos that often accompanies an attempt at individualized instruction.

It is important to note that the program, with its strong emphasis on evaluation, is especially well suited to the suburban community. The program's success is in part related to the values of the students it serves. French teacher Mary Thomas explains:

> *Our school is mostly comprised of middle-class students whose families are upwardly mobile. Their parents want to send them to college. Grades are important to the students; foreign languages are important because of the college. The students enter our courses, and we can use grades as an incentive for those who would not otherwise work in such a free environment.*

While the advantages of such an approach are many, preeminent among them is the system's inherent flexibility, a responsiveness that enables the program to effect close articulation with the junior high French program; alleviate the problem of schedule conflicts; and accommodate students of varying abilities and backgrounds, from native speakers to students with severe language deficiencies.

For the past six years the French staff at Green Mountain High School have found in the individualized approach an effective means of developing their students' linguistic skills, while ensuring a high degree of success. Mary Thomas summarizes the benefits of their individualized program:

> *[The students] can practice orally with each other, with a tape, or with the teacher. They form friendships, feel class unity, and enjoy the personality of the teacher; they benefit from their classmates' knowledge; they learn that they, too, can teach something; they can be sure that the language is not just an invention of the teacher; they learn responsibility for their own actions; they learn to know when they have mastered something, and learn that the teachers are there to help them learn, not just to evaluate them.*

The success of the individualized French program at Green Mountain High School really lies in the order the staff is able to impose upon the innate flexibility and freedom of such an approach. In concrete terms, success includes the following:

(1) by testing all grammar items orally the staff emphasizes the importance of oral/aural development;
(2) motivated students are given incentives and opportunities to use the target language exclusively;
(3) the staff has devised mechanisms for classroom management and student evaluation that ensure steady and successful develoment of skills.

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Gulf Comprehensive High School
New Port Richey, FL

Gulf Comprehensive High School is located in New Port Richey, Florida. Its 1,247 students are drawn from a rather large district that has five senior high schools, five junior high schools, three middle schools, and 18 elementary schools. The district is a blend of rural and suburban communities. Due to the wide geographic area served, most of the students are bused to and from this high school.

Had we been working in 1976-77, Gulf High School's foreign language program would have had little chance of being selected as a successful program. Enrollments in the program dropped as of January 1977 to less than 8 percent of the student population and the administration was thinking seriously about eliminating languages altogether because of a lack of interest.

At winter break there was a 100 percent turnover in the foreign language staff. Rather than letting the program be phased out, the administration decided to hire new teachers who had certification in a foreign language and in English. In less than three years, enrollments have climbed to more than 30 percent of the school's total enrollment. There are now four levels of French and Spanish, and three levels of German. Level IV was added to French and Spanish in 1979. The program continues to grow, and this year the Spanish students won most of the awards at the state Spanish contest in Orlando.

What accounts for this remarkable recovery?

The staff at Gulf High School is of uncompromisingly high quality.

The staff of three in the language department is unusually well qualified. They are professional, dynamic teachers who support each other and have gradually built a program that has more than triple the state average (10 percent) of students enrolled in a second language.

The key to the success of the language program at Gulf Comprehensive High School is undoubtedly this staff. They have managed to infuse a new spirit into the language program, and are eloquent proof that professionalism, creativity, a capacity for hard work, a shrewd eye to public relations, and an unabashed enthusiasm about teaching languages can make a substantive difference in securing the support of students and administration alike.

The on-site visit

The quality of instruction at the school is commensurate with the impressive qualifications of the staff. Each of the three classrooms reflects the atmosphere of the respective countries. In each case the visual content is quite strong. The French teachers' room, for example, is handsomely decorated with attractive posters depicting French scenes. French record album covers brighten up the walls and one entire blackboard is devoted to a multicolored chalk drawing of a French town. The visual impression is stimulating and attractive—conducive to learning French.

When we visited the French II class, the students were engaged in a discussion of cultural units on various apects of French life. Using an overhead projector, the teacher introduced drawings of everyday items which the students described in French. The target language predominated, and it was used quite well. We also saw many T-shirts with French expressions such as "Je parle français—la langue d'amour" imprinted on them.

Across the hall in German I, the students were studying a cultural unit on Hamburg. Various aspects of life in that port city were discussed through the use of filmstrips, and the students' mastery of the language was impressive. A drawing of a sailor flashed on the screen, and the teacher asked: "Was machen die Matrosen?" One boy answered, to general laughter: "Sid suchen Mädchen!" Another maintained: "Nein, sie trinken Bier." All in all, we found the German students relatively sophisticated in their use of the target language. As they divided up into groups, we noticed they were speaking German with each other—no mean achievement for beginning students of any language.

This emphasis on the use of the respective target languages in the classroom is an outstanding feature of the program. It undoubtedly explains why the students speak with such accuracy and with so little inhibition. The Spanish teacher, for example, always conducts the last eight weeks of Spanish I entirely in Spanish so that the students will be prepared, psychologically as well as intellectually, for its more extensive use in Spanish II.

Such attention to the active use of the language was eminently visible in the Spanish IV class. Students had returned the week before from the state conference where they had won 30 awards. When we visited, they were videotaping some of the performances for use throughout the district, as well as for the information and enlightenment of potential participants next year. We saw an excellent melodrama about a pretender to the Spanish throne and listened to a witty declamation from *Don Quijote using a variety of accents (including Spanish with a Central Floridian drawl). This presentation concluded with an excellent dramatic rendition of San Juan de la Cruz' "Dark Night of the Soul."*

Creative, active use of the target language is a hallmark of the Gulf High program.

In a combined German I/II class, the more advanced students presented a skit which involved family members haggling over a soon-to-be probated will. First, the playlet was performed in English, then in German. Through its wit and unmistakably broad humor, it served the important purpose of providing a delightful opportunity to use the target language actively.

Language classes that combine several levels, such as German II and III, are a fact of life at Gulf Comprehensive High School. Next year another Spanish teacher will be added to the staff, yielding more flexibility for handling the growth in Spanish enrollment. At the present time, the small staff necessitates either turning students away or combining classes. The teachers have chosen the latter course and handle it very well.

For example, the German II students in the combined German class class mentioned above were not able to sign up for the regular section because of scheduling conflicts. Most are seniors taking college preparatory courses. Because they are good students, they can move at a rather rapid pace and consequently have time to act as tutors for the German I students. The German I class often breaks up into groups with German II students as leaders. We observed several of these tutoring sessions and found that such arrangements worked well. The younger students seemed to respond enthusiastically to their peer tutors. This is just one example of how the Gulf staff not only makes the best of, but uses to to its advantage, a less than ideal situation.

The program as a whole is involved in many extracurricular activities.

The staff frankly acknowledges that the program's visibility and strong extracurricular component contribute significantly to its growing enrollment. Visibility is maintained in a number of ways, the most striking of which is an idea of the French teacher. During preregistration French students wear badges proclaiming "Ask me about ___________," the topic they gave cultural reports on. This generates interest in the language program. On a larger scale, visibility is assured through an annual International Christmas Festival—a multilingual holiday celebration that features authentic French, German, and Spanish foods, as well as folk dancing, music, crafts, and displays of artifacts from the three cultures. This festival plays an important role in attracting students to languages.

Gulf's vigorous pursuit of special activities is a sign of the program's real vitality.

The students in the program are intensely involved in organizing travel abroad and participating in language competitions. Both activities generate enthusiasm and provide incentive for further language study. Spanish students regularly compete in the State Spanish Conference, a singular advantage for the program since in the last two years the students have come to dominate several areas. The program also organizes tours of France, Spain, Germany, Austria, and Switzerland on a regular basis.

The community plays an important role in the ongoing success of the program.

The staff at Gulf High has involved the community in a number of ways that are worth examining in some detail. Seeing an article about a German vicar interning at the local Lutheran church, the German teacher invited him to speak to her classes. This provided a real boost to the program's visibility, especially because the local newspaper learned of it and was on hand to do a story about it. The Spanish teacher found a mother who loves to sew and was eager to "do something" for the students. Thus when a group of Spanish IV boys decided they wanted to learn and perform songs of the sixteenth century Spanish troubadors, this mother was willing to make authentic costumes for them. The Spanish singing group has also made a recording that is being sold for revenue to attend conferences. A former professor living in the area heard about the language program, offered his services, and is now a French tutor on an informal basis. The examples of community involvement are inexhaustible. The staff has moved to formalize this component of its program by having all students in the school fill out a questionnaire for the purpose of assembling information regarding talents and availability of various language resource people in the community. Such activity is of inestimable value in helping the program transcend some of the inevitable tedium of daily routine.

The program at Gulf receives solid support from the administration.

While most successful programs can expect some measure of administrative support, the program at Gulf enjoys an unusually strong commitment from the administration. The administration is aware of the practical values inherent in studying language and is involved in all aspects of the program. The principal, assistant principal, and director of instruction have cooperated in the many extracurricular ventures the program has undertaken, and the principal even accompanied the staff and students on one of the trips abroad. The administrative staff also supported dissemination of the resource questionnaire mentioned above and tangibly demonstrated its commitment to creating a first-rate language program by preserving classes when enrollmetns fell below the minimum prescribed by the county. It certainly deprecates in no way the excellent work of the language staff to recognize the strong support the administration has extended to the program.

In two short years the language program at Gulf High School has gained recognition for its quality instruction and its accommodation of a strikingly large segment of the school population. The staff is talented, creative, and totally dedicated to teaching. They realize, as one teacher admitted, "It's a never-ending job." Another point in their favor is their attitude toward the students. "We treat them like adults," the Spanish teacher told us, "as we'd want to be treated ourselves." The result has been the tangible rebirth of the language program at Gulf Comprehensive High School.

In summary:

(1) the program has acquired a staff of hard-working, imaginative teachers;
(2) language studies at Gulf are supported by a sympathetic administration actively committed to creating an exemplary program;
(3) the program offers rewarding out-of-class experiences that ultimately stimulate interest in language study;
(4) the program solicits the active support of the community.

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The Harvard School
North Hollywood, CA

Like its famous university counterpart on the East coast, Harvard School, an independent secondary institution (grades 7-12) located in Los Angeles, is justly renowned for its high standards and its predilection for innovative instructional efforts. Among West coast private schools it is preeminent.

Its students come from primarily urban white-collar families, 60 percent of whom earn $30,000 or more per year. The school's focus is college-preparatory, boasting a strong, highly successful language program with five levels of French, Russian, and Spanish which include preparation for Advanced Placement Language and Literature in French and Spanish. In addition, a newly instituted four-year Latin program is in its third year of development.

Certainly one index of the language program's success is its performance on national language tests: at Harvard School, median CBAT scores in 1978 and 1979 were 595 and 571 respectively. In the past few years, roughly two-thirds of those taking Advanced Placement examinations scored a four or a five; more than 90 percent of the Advanced Placement students taking the tests received some form of college credit.

The language program at Harvard School fuses the best of traditional and innovative approaches in its effort to provide students with top-notch language instruction that is dynamic, up-to-date, and concrete. The staff's energy and creativity never seems to flag; they are constantly seeking to improve the program, whose many strengths include exemplary teaching. However, there are several less obvious, but critically important aspects of the program that contribute indispensably to its success.

At Harvard School seventh-graders are required to take a year-long general introduction to the study of language.

Like many independent schools, Harvard requires all students beginning in grade eight to study either three years of one language or two years of Latin and two of a modern language. What is unusual is their seventh-grade program: these youngsters are required to take a year-long course, "The Phenomenon of Language," that provides an overview of language as a cultural and linguistic phenomenon. This course has been an overwhelming success and has been an important factor in revitalizing the language program.

The purpose of this exploratory course is to give students a background in language as an intellectual, cultural, and historical phenomenon, in order to sensitize them to both the exigencies and the benefits of language study. Not only do the teachers wish to create in their students a receptivity for languages, but they also hope to instill an awareness of how Indo-European language systems are related to one another. The staff sets this process in motion by exposing the students to an intensive, 17-week introduction to Latin.

The Harvard teachers are enthusiastic about the positive effects of such work, which leads the students to impose a sense of order on their own conception of what language is and precisely how it works. The segment is followed by four-week exploratory sessions in French, Spanish, and Russian, and the course concludes with an informal examination of comparative linguistics.

The new exploratory course has made it possible to reintroduce Latin at Harvard School.

The benefits of this course are legion. The Latin text developed at Harvard, *The Phenomenon of Language*, was so successful that it has been published under the imprint of the Independent School Press in Boston. The Harvard program also derived a more immediate benefit: the introductory course renewed interest in Latin, which had previously been eliminated from the curriculum. Because of the Phenomenon course, interest in Latin has been so high that the program will have a fully operational four-level Latin sequence by 1981-82; three levels are offered at this time, and Level IV will be given in 1981-82.

Most important, the staff is convinced that this introductory language course has succeeded in creating the broad linguistic foundation upon which a genuinely successful language curriculum must be based. Specifically, the seventh-grade program has done wonders to check the erosion of verbal skills that plagues adolescents. The staff now reports that the beginning language courses in grade eight are moving at a much more rapid rate than previously, and that students are much more attuned to language as a means of communicating. The course also offers an opportunity to begin careful evaluation of the students' work, so that an informed decision can be made about assignments for the next year. Furthermore, the course has helped the staff improve their own teaching by making them much more adept at recognizing and diagnosing deficiencies. Finally, the Phenomenon course has substantively improved Russian enrollments by dispelling the absurd but persistent rumor that Russian is inordinately difficult.

The "Phenomenon of Language" has been such a success that the administration has approved a plan to integrate linguistics mini-courses into the curriculum of the regular four-year language sequences. The staff is very enthusiastic about such provision for programs that will greatly facilitate student progress in developing near-native fluency in a second language.

The language program at Harvard School is firmly committed to presenting authentic experiences in which students can apply their newly acquired linguistic skills.

To provide opportunities for active use of the target languages, Harvard School sponsors a number of program-related activities. Each year, the school hosts an International Speak-Off which brings together in competition students of French, German, Spanish, Russian, and Latin from other Los Angeles area schools, both public and private. This year they will begin participating in the Phillips Academy School Year Abroad program, and have arranged for an annual, three-week student exchange with a *lycée* in Paris. The benefits of such direct, authentic contact with the target language and culture are self-evident, and these innovations will greatly broaden the appeal and instructional capability of the program as a whole.

Russian students polish their skills in conversation with local émigrés.

One of the most intriguing aspects of the program's commitment to language study beyond the classroom is the Russian Language Community Project. The strong Russian program at Harvard School offers the only continuing Russian language program in the Los Angeles area. A past sponsor of a Russian Olympiad, the Russian faculty has also participated in recent years in a teacher exchange program with their colleagues in the Soviet Union. Furthermore, they are intimately involved with the local Russian community. Through the good offices of a nearby Jewish community center, the Harvard staff has created an after-school project that pairs 23 intermediate and advanced Russian students with newly arrived émigrés of their own age from the Soviet Union. The students' help in smoothing the adjustment of these young Russians to American life is, of course, a great service to the community, and the experience they receive in return—extensive authentic exposure to Soviet language and culture—is priceless.

An important factor contributing to Harvard School's success is the dynamic, innovative work of a highly competent, vastly energetic staff.

The picture of the successful language program at Harvard School would be incomplete if we did not mention the staff's serious commitment to making the program the very best possible. Active in professional organizations, they are constantly in search of new ways to improve what they already do quite well. Their involvement in developing new materials and their dedication to excellence and innovation provide the basis for the successful language program at Harvard School. Especially noteworthy features of this program include the following:

(1) the program has implemented an exploratory language course that provides seventh-graders with a solid base on which to develop near-native competence in a second language;

(2) the program provides significant experiences, both at home and abroad, to use the target languages actively and creatively;

(3) Harvard's dynamic, well-qualified staff is deeply involved in a wide array of professional activities.

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Hinsdale Central High School
Hinsdale, IL

The town of Hinsdale (pop. 50,000) is located on the west side of Chicago in a predominately white-collar suburban district whose high schools accommodate about 4,300 students. The larger of these, Hinsdale Central, is primarily college-preparatory—about 80 percent of its 2,400 students plan to attend a two- or four-year college. The high school reflects the community's comitment to excellence in education—in 1978 the Chicago Tribune selected Hinsdale Central as one of the ten best schools in the area.

The newspaper went on to cite the language department as one of the reasons for selecting Hinsdale, a fact we corroborated during our visit. The fact that we arrived on Saint Patrick's Day in a suburban Chicago school and nonetheless observed almost uniformly excellent classes (unforgettably swathed in shades of green) is at least one indication of the quality of language instruction at Hinsdale Central High School.

The program is fortunate to be comprised of a superbly trained, thoroughly professional staff that is involved in all aspects of school life, not merely the teaching of languages. One can in fact attribute part of the program's continued success to the staff's ongoing attention to cultivating—in both senses of the word—their student-clients; such success is clearly reflected in Hinsdale's high language enrollments, which, for the past several years, have been stable at around 60 percent of the student body. The central emphasis of the program is on quality teaching—"We teach the living daylights out of them," asserts the chairman, Pierre Simonian. This they indeed do, in five levels of French, Spanish, and German, and in four levels of Latin. There is also a very popular Etymology class, and until last year there were four levels of Russian.

Despite this last setback, the program is demonstrably successful. The students do extremely well on state, regional, and national exams, as well as in various competitions in all languages; this year, for example, 15 of the 35 Hinsdale German students who competed scored in the ninetieth percentile or higher on the national AATG language test, and three of these students received cash awards. Community values undoubtedly account in part for the large enrollment and high level of achievement, but the program itself, its resolve to cultivate the whole student by providing the highest quality of instruction, certainly plays a decisive role in the continued success of the language department at Hinsdale Central High School.

At Hinsdale a superbly trained staff makes effective use of the audiolingual method.

The program uses the A-LM series in all modern language classes, although French, Spanish, and German texts are being gradually phased out and will be replaced by *Nos Amis, Spanish for Mastery,* and *Unsere Freunde,* respectively. Nevertheless, the methodology is and will remain primarily audiolingual. Furthermore, there is a particularly strong emphasis in Levels I and II on getting the students to use the target language almost exclusively; this is accomplished through the use of highly personalized pattern drills which, in the words of Mr. Simonian, "force the student to use the item drilled in skillfully guided conversations or patterns." To this end, some teachers use file cards with capsule biographies of the students, an especially attractive feature of their audiolingual approach that keeps classwork interesting and personal.

As is the case with most traditional audiolingual programs, the Hinsdale staff begins with an initial period of training in aural discrimination and pattern drills before moving on to reading and writing. Such an approach works effectively at Hinsdale because of the solid linguistic proficiency of an excellent staff fully capable of implementing these principles. In the classes we visited, teachers and students almost without exception used the respective languages proficiently and creatively, even in the lower-level courses.

Creative teaching is one of the hallmarks of the Hinsdale program.

Moreover, many teachers demonstrated a keen sensitivity to and sophistication about the nuances of language. In German I, for example, Hinsdale's senior German instructor wittily underscored the impossibility of literal translation by asking her students for the English equivalent of "verkehrsmarmelade." The students clearly enjoyed this opportunity to play with the language as they tried to decipher this long word. After they finally arrived at the translation "traffic jam," the teacher was able to show them that the word as such is gibberish, that there is no simple one-to-one relationship between two languages. Such sensitivity was further evidenced later in a discussion of new vocabulary items: it was not enough that the students had learned the English equivalent of "die Bestie;" the instructor insisted that her students fashion a definition in German. After several tries and some debate, the students were finally able to set on "ein grosses, gefährliches Tier," no mean achievement for beginning students in German.

This sort of creative teaching—and learning— is not unusual at Hinsdale. In a beginning French class the teacher had his students recapitulate the A-LM dialogue, then handily spiced up the exchange with personalized questions about the students' math teacher, as well as with provocative inquiries about the students themselves. By gradually varying the patterns more and more, the teacher was ultimately able to lead his students into describing one another in French that was substantially accurate and nicely pronounced. The students all seemed to enjoy the chance to talk about each other, the more outrageously the better. Thus the discussion moved quickly away from rote memorization and on to a creative, spontaneous use of the language. Such imaginative classroom teaching was quite impressive overall and, we felt, unquestionably worth emulating.

Down the hall, French V (Survey of French Literature) was being taught by a retired teacher who had been specially recalled to give this advanced course. It was evident from the animated discussion of Racine's *Phèdre* that the teacher and her students were quite happy about the arrangement. We listened to a good analysis of the play, followed by a quite credible discussion of the role of fate in the drama. After the class we caught up with several of the students and asked them how they felt about reading French neoclassical tragedy. Their reactions very quite positive. "Somehow," one of them told us, "the Shakespeare plays we read in English make so much more sense after reading Racine."

In Latin I, which was dominated by a poster with the well punned slogan, "Rise Above the Vulgar Crowd—Take Latin," students and teacher were translating an edited version of the fable of King Tarquinus and the Sibyl. The rigor with which the teacher had the students parse the sentences was shrewdly punctuated by the teacher's most informative discussion of the historical significance of the Sibylline Scrolls in the history of Rome. While the class was taught in a rather traditional way, it came to life through the teacher's careful attention to the historical background of the assigned text, as well as her thoughtful guidance through a moderately difficult Level I text.

We found the Spanish classes to be of equally high quality. In Spanish IV, an in-depth survey of Spanish literature, we listened to a student give an elaborate report with excellently prepared handouts on Pío Baroja. After she finished, the class together formulated a standard biographical sketch and capsule summary of the novelist's work to be covered in an upcoming exam. Across the hall, Spanish III had turned into a kind of mini-theatre where, as respite from studying a short play, groups of students were staging their own skits in reaction to an A-LM piece that they all had found boring and infantile. Their own skits were anything but boring: one mystery, with students portraying the parts of other students, the teacher, and even the principal (in a surprise walk-on), focused on the scoundrels in the school who had been illicitly activating fire alarms; another playlet, a Spanish version of "Charlie's Angels," was equally amusing. The imagination and spontaneity of these third-year Spanish students seemed to us emblematic of the Hinsdale language program as a whole, with its furtherance and cultivation of the creative, independent use of the respective languages.

At Hinsdale the emphasis is on accommodation of students' needs.

Success at Hinsdale Central is primarily attributable to an excellent teaching staff that is stable (they average 16 years' experience), well trained, and actively involved with their students, as well as in their own professional growth. The Chairman, for example was recently awarded the *Palmes acadmiques*. Another important factor is the superb organization of the program; objectives for each level are clearly and succinctly defined, and the curriculum has been standardized together with departmental testing at each level. Furthermore, the teachers enjoy with each other the same sense of community they have established with their students, sharing an impressive array of supplementary materials that enliven more traditional classroom activities.

Yet what sets this group of teachers apart from other equally excellent language departments is their total commitment to teaching not only the language, which they do superbly, but also to cultivating and accommodating the student as a person. To this end the staff has worked hard to demystify the study of languages, while striving to establish personal relationships with the students in an attempt to integrate the study of languages into the totality of student life. The Hinsdale teachers do this in the hope of removing the element of intimidation from language study, and for the most part it works admirably. One can sense a band of trust in the ways in which the students relate to their teachers, something that staff members all maintained was the real secret behind Hinsdale's success. The combination of a commitment to quality teaching and the availability and willingness of the teachers to help and counsel students is clearly an important contributing factor to Hinsdale's success; nearly all the students we spoke with expressed a real fondness for their teachers, and many claimed that this rapport was a decisive factor in their decision to continue a a particular language sequence.

As in many successful programs, accommodation in the widest sense of the term is the key to success at Hinsdale Central High School. Several students are involved in an accelerated program which covers two levels in one year, while another who completed French V as a junior is now taking French VI as an independent seminar with the Chairman. While such accommodation is certainly a critical factor in Hinsdale's ongoing success, there is a less obvious but equally important element to consider. Most of the teachers we interviewed felt that the strong role played by the chairman, Pierre Simonian, was instrumental in ensuring the program's vitality and integrity.

The chairman at Hinsdale is primarily responsible for the active recruitment and retention of students.

Before Thanksgiving, Simonian contacts college students who are graduates of the program and invites them to return to Hinsdale and discuss their college experiences with the language students there. This plays an important role in helping the students better understand the role of language in a general education, not to mention the more pragmatic effect of blunting attrition by offering the students living proof of language and its benefits. The chairman is also instrumental in organizing visits by high school language students to feeder schools in order to talk with the younger students about the advantages of, as well as the specifics about, language study in high school. Moreover, each winter before preregistration, teams of students from all classes except first-year visit the preceding class to discuss with their classmates the next course in the sequence. This has been a particularly popular feature of the program since, the staff feels, it tempers attrition by removing at least one element of uncertainty from the study of languages, while answering, say the students, two important questions: "What will the next class be like?" and "What can I expect from the person who teaches it?" Such measures to maintain the program undoubtedly contribute to the success of the program at Hinsdale, and the chairman is responsible for the smooth and effective running of this aspect of the department.

He also assumes primary responsibility for maintaining good relations with the administration, as well as with the parents. Every year prior to preregistration, the chairman sends a letter to the home of all prospective students, advising them and their parents of the value of studying a language; this letter usually focuses on topical issues such as the gaffes made by President Carter's interpreter in Poland several years ago, or more recently, the existence and significance of the President's Commission on Foreign Language and International Studies. Every three or four years the chairman also conducts a survey of graduates of the various language sequences, the results of which are ultimately published in a document that is made available to the administration and other interested parties. The comments of the students in the most recent survey (1979) ranged from grudgingly positive to ecstatic; clearly these students felt that the staff is doing a splendid job preparing them for college or more immediate careers.

In addition, the chairman evaluates all tenured and non-tenured faculty each year, and submits these evaluations as an appendix to his year-end report to the principal. This document informs the principal about the state of the program, activities of the staff, departmental distinctions, student honors and activities, and special programs. Simonian also identifies problems and offers an overview of the year to come. This report is compelling proof of the program's unequivocal commitment to its clients, the students. Simonian's statement toward the end of the latest report to this principal says it all: "Rest assured that we will continue to do our best for our students even if this makes us look like a thorn in your side at times."

We would not want to leave the reader with the impression that the language program at Hinsdale Central has attained perfection. As noted above, the Russian sequence was discontinued last year because of declining enrollments; furthermore, there is overall an attrition problem from Levels II to III to IV in all languages. Nevertheless, the program at Hinsdale is exemplary in its ability to attract and accommodate more than half the student body. The program achieves such success through exceptionally capable teaching and a real commitment to making a positive contribution to the quality of its students' lives.

The language program at Hinsdale Central High School works well because of its superb organization, the aggressive role played by its chairman, Pierre Simonian, but most of all because of the staff's prevailing philosophy to treat their students like important clients to whom one is offering an indispensable service.

There is much to learn from Hinsdale about accommodating students and thereby maintaining—or creating—a successful program. In summary:

(1) Hinsdale Central utilizes its students—both current and previous—in a variety of ways to "sell" languages;

(2) the language program's concerted effort to keep track of its graduates provides a priceless index of how effectively the program prepares the students for either college or language-related careers, while providing data that is an excellent source of public relations;

(3) through their engaged, personal, and humane approach to teaching languages, Hinsdale teachers strive to create a positive, trusting relationship with their clients, the students.

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Kellogg Senior High School
Roseville, MN

Little Canada, Minnesota, a suburb of St. Paul, is the home of Frank B. Kellogg Senior High School, one of two senior high schools in a district of 50,000. Kellogg serves 1,500 students from predominantly white-collar families whose average yearly income is $25,000. The comprehensive nature of the school is evidenced by the fact that 45 percent of the school's 9,500 students plan to attend a college or university.

Although the district population is relatively stable, the language department at Kellogg has been growing by leaps and bounds, increasing from 30 percent in 1978-79 to 40 percent in 1979-80 in complete sequences of French, German, and Spanish. Language study is flourishing because of the quality and creativity of language instruction in the Kellogg department which has been designated by the University of Minnesota as a model for teacher training. Its strengths are many: unusually strong administrative support from a principal who not only encourages but facilitates the creation of innovative programs; a well-trained, professional staff that works well together; and a strong extracurricular effort that has helped to create a receptive atmosphere for language study.

At Kellogg the target language is preeminent.

An outstanding strength of the language program at Kellogg Senior High is its resolve to make the target language the language of the classroom. Even in the beginning classes, the staff structures discussions around any topic for which the students have learned target language equivalents. Such exchanges between students and teacher are often facilitated through the use of puppets, a motivational tool about which students are unanimously enthusiastic: as one staff member told us, "hiding behind the table to put on a show prevents inhibition." Puppets are just one of many such student-oriented activities the staff employs at all levels to encourage their charges to use the language actively.

Cooperative learning groups allow the exclusive use of the target language.

A major part of the instructional effort in the language program at Kellogg involves extensive group work. Not only does such an arrangement offer an effective means of checking the inhibition that inevitably accompanies the process of learning to speak another language, it also maximizes the amount of time students can use the target language. The staff is able to further target language use by tapping the students' competitive natures through group contests for bonus points. To prevent complacency from setting in, group membership changes each quarter. In short, the policy of allowing students ample time to try out their skills in the non-threatening context of a small group has turned out to be an indispensable instructional technique at all levels.

The staff integrates language study with the real world.

At Kellogg a spirit of creativity and cooperation prevails—one can sense it in language instruction at all levels. The staff strongly support each other in their quest for effective techniques to teach languages in a manner that integrates language study with the real and immediate. At all times, instruction is designed to accommodate medium-ability as well as college-bound students. The staff of five mandate the virtual preeminence of the target language in developing their students' linguistic proficiency in an engaging and imaginative way that illustrates the close connection between language and the everyday world.

Such precepts are clearly manifested in the language curriculum. Designed to develop conversational skills, Levels I and II of all languages employ a variety of motivational activities such as games and projects to ensure that the students rapidly acquire oral facility. In Level III reading is introduced (but not to the detriment of speaking skills), while Level IV comprises a series of short units on varied topics including African culture and literature, reading and performing plays, the German stereotype, etc. In concert with quarter-length courses in Business French and Women in France, the advanced curriculum provides a practicum in which the students can apply their newly acquired linguistic skills to situations that are thought-provoking, meaningful, and fun.

At Kellogg innovative projects bring parents and students together.

Spanish IV best typifies this exciting, innovative cultivation of the practical. First of all, class participants may choose one of two quarter courses of study: one group, of an academic turn of mind, might devote most of its time to reading Spanish legends on which the students will base their own fictional accounts. These students meet at least once a week with the teacher to discuss what they have read, as well as to evaluate and correct what they have written.

In one instance, the other group participated in a special two-week program teaching Spanish to as many as twenty parents who come three times a week to work in small groups with the students. On a given day devoted to food, for example, groups of parents make their way through three separate stations where students teach them vocabulary for cooking utensils, numbers, colors, measurements, and food preparations. Parents and students alike enjoy these sessions immensely, even while adhering to the Spanish-only rule. One of a series of mini-courses to be covered during the quarter, this two-week parent-student endeavor was parallelled at Kellogg by a French mini-course that pairs French students with children in kindergarten.

The advantages of such an exercise involving parents and students are considerable: besides creating a good rapport and better understanding with the community, the project gives students an opportunity to use the target language actively and extemporaneously, while creating real empathy for what the language teacher faces each day. This program for parents and preschoolers has attracted quite a lot of attention in the community, and its success is due in part to the principal's unequivocal support and cooperation in using his contacts with the local media. The week before our visit a local television station had spent part of the day at Kellogg filming a segment of the parent-student program for their local news program.

At Kellogg there is no credibility gap between grammatical theory and classroom practice.

Such innovative, creative teaching instinctively reaches out for the practical and the concrete: at Kellogg the staff constantly strives to ensure that the students are provided with immediate application of what they have learned. What better way, for example, to study the future tense than to forecast the weather? The validity of such a proposition was demonstrated in a French III class: after groups of students had completed a brief review of the future tense by translating a French weather report into English, they worked independently to produce and then practice their own weather bulletins which would be taped later in the week and graded for clarity and accuracy of pronunciation. Exercises of this kind are typical of the creative and realistic approach to teaching languages at Kellogg.

Study- and travel-abroad programs are important components of this successful language effort.

To complement the classroom emphasis on the practical and concrete, the Kellogg program provides its students with authentic native experiences. Kellogg language students can choose from four exchange or travel experiences that range in length from six weeks to a full year in French, German, and Spanish-speaking countries. In conjunction with Youth for Understanding and the Kellogg chapter of the American Field Service, the program's International Club raises money for scholarships to send as many students as possible overseas, while at the same time bringing exchange students to Kellogg. In this joint endeavor, the support of the townspeople is exemplary, and the degree of community involvement in the Kellogg program is indicative of the esteem the language effort enjoys.

The exemplary nature of the language program at Frank B. Kellogg Senior High School can be summarized thus:

(1) the staff is dynamic, imaginative, and thoroughly supportive of one another;
(2) the program receives superb administrative support from a principal committed to language study;
(3) the staff is extremely adept at concretizing language instruction;
(4) the target language is the language of the classroom;
(5) a flexible curriculum ensures a high degree of student interest;
(6) the program offers extensive travel- and study-abroad experiences.

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Lexington Public Schools
Lexington, MA

Like the community it serves, the language program in the Lexington (MA) Public Schools is established and even venerable, with a strong sense of history and tradition. In general, it is characterized by teaching of a very high quality, as well as a constant quest for improvement. Lexington is a suburb of Boston with eight elementary schools, three junior highs, and one senior high; 77 percent of the Lexington students plan to attend college. The program has compiled an enviable record of high achievement and national recognition; it offers nine years of French, six of Spanish, and sequences in German and conversational Italian, as well as a strong ESL program which serves about 90 students from 10 countries. A special feature of the language program at Lexington involves offering teaching classes to high school seniors who wish to participate in the ESL tutoring program.

The Lexington program is incontrovertibly successful: 80 to 85 percent of the students in grades 7-12 are enrolled in languages, one of the highest percentages in a state with an abundance of excellent language programs. Further, the Lexington students do extremely well on national examinations and in state and national competitions, regularly producing many winners in both categories.

While the program as a whole is excellent and worthy of further study, we feel that its sequence in French offers an especially interesting example of a model, fully articulated elementary, junior high, and senior high program. This long sequence in French has been an essential part of the language program at Lexington for twenty-two years; its staff is recognized as expert in the field, having served as consultants for the McGraw-Hill integrative series for grades 3-12. A majority of the students who take more than one language begin French in grade 4. Although there is no requirement as such, nearly 90 percent of the Lexington children begin French at this time.

The French program is a model of professionalism and superb organization, staffed by a group of unusually capable teachers. The program's thorough articulation is provided for via a highly refined, eminently practical curriculum guide, and is kept in smooth working order by a full-time supervisor. This is not to imply that the curriculum is a static *fait accompli*: the product of much revision and scrutiny over the years by highly talented people, it is constantly being reviewed and improved.

Inservice projects are an integral part of the program. The commitment of the language staff to quality teaching is a strong one, evidenced by the degree of creative instruction in the classes, as well as by the frequent inservice activities designed to open up new vistas in classroom teaching: recent sessions have focused on how to correlate available media materials with any given textbook, nonverbal communication, and classroom dynamics, to name but a few. These workshops are arranged by the supervisor, but are conducted by both major authorities in the field and local teachers in the community. A particularly attractive feature of this inservice component is the program's willingness to share with others: teachers from forty area schools are invited to participate in each session. The French program in particular is further enhanced by frequent field trips, and excursions to Quebec and France whenever possible.

The success of the Lexington French program is due in part to its unusually long sequence of courses.

Like the program as a whole at Lexington, the French sequence is primarily audio-lingual, with an uncompromising emphasis on using French as the operative medium of communication in the classroom. Most striking about the sequence, however, in addition to its uniformly high quality, is its scope: an opportunity for nine years of language study in a public school is indeed rare today. Lexington's highly successful FLES program makes possible rather advanced work in the high school; the students can choose from such semester courses as The Modern French Novel, The Modern French Drama, Humor Through French Literature, and Stylistics and Conversation.

The flexibility of the program means that it can accommodate an optimum number of students.

Those few students who so choose—or who do poorly in the FLES program—can begin French in grade nine, where a second track is introduced and maintained through grade twelve. In addition to this dual-track system, there is also the option of accelerated classes for most French language courses in the high school, as well as special stylistics and conversation classes that may be repeated for credit. Such flexibility and diversity reflects the prevailing attitude at Lexington that the study of languages should be open to all students of all abilities and interests. Further, eight years ago the program replaced a traditional lock-step organization with a more flexible variant of instruction by which students progress at their own rate. This flexibility is possible because of a comprehensive testing program which enables the staff to place students in the level at which they are working rather than placing them by grade level. The provision for such mobility is a large step in accommodating the widest possible spectrum of students, thus attracting and retaining a strikingly large percentage of the student body.

The on-site visit

The strengths of the FLES program were evident in our visit to a fifth-grade class where the students were chattering away with reckless abandon. The questions they were asking each other were variations on mini-dialogues they had learned—and learned well—in their text, *Vive le français*. Part of new FLES series published by Addison/Wesley, this attractive textbook strikes an effective balance between culture, dialogue, and shrewdly constructed pattern drills. In the class we observed a strong emphasis on the creative and active use of the target language through variation on short dialogues which were introduced situationally. The lively participation and active use of French by the students provided an index of how much they seemed to be enjoying the course, whose unqualified success must in large part be attributed to the excellent teacher: her near-native command of French was clearly reflected in her students' pronunciation and mastery of the language.

We observed comparably excellent instruction in the junior high school, where we visited a ninth-grade class that was a continuation of the FLES sequence. Here the emphasis was on vocabulary-building and mastery of basic syntactical items, which the instructor accomplished via a slide presentation of new vocabulary about traffic patterns in and outside of Paris; new words were introduced in a situational context, and the teachers' pointed questions on the content of the film mandated the active use of French. He handled the issue of the relative simplicity of the questions very well by prefacing them with a self-deprecating "Question stupide: 'Qu'est-ce que c'est . . . . '" The students clearly enjoyed such attention to their own peculiarly adolescent point of view, and responded well to the round of more personalized questions that followed. In addition to showing the audiolingual method at its very best, the class was a lesson as well in subtleties of classroom dynamics.

By the time we made our way into an accelerated French II class, it had been transformed into a "Spectacle littéraire" where students were presenting dramatic readings of works by Villon, Ronsard, Bossuet, La Fontaine, and others. What was most impressive—other than the singularly high quality of the spoken French—was the creativity with which the recitations were staged. Quite often several students, to the accompaniment of French music and slides, acted out the readings in costumes, all of which made quite an imposing impression. For example, the rendering of La Fontaine's "La grenouille qui voulait se faire aussi grosse que le boeuf" was performed by three students dressed respectively as "le boeuf," "la grenouille," and "le narrateur." Other students offered an equally charming dramatization of Ronsard's "Ode à Cassandre," while yet another student impressed everyone with his prodigiousness in reciting an abridged version of Rimbaud's "Le bateau ivre." In the adjacent French 12 class we listened to a lively discussion of Beaumarchais' "Le Barbier de Seville," followed by a spirited comparison of the playwright's dramatic vision with that of Molière. As in all of Lexington classes we visited this survey of literature offered compelling proof of the success of the French sequence: students and teacher alike were using the target language proficiently and imaginatively.

The French program at Lexington works well because its unusually well-qualified teachers are dynamic and creative, constantly in search of new ways to improve their teaching. Yet the solid structure of the program as a whole is of equal importance in that it provides the framework in which these excellent teachers function so effectively. Critically necessary to the superb organization of the Lexington program is the formal provision for a strong supervisor who is able to coordinate the work of various chairpersons at all levels.

Town-wide testing ensures the continued success of the FLES program at Lexington.

The district was among the first in the nation to experiment with FLES in the 1950s, and the program has been constantly revised and updated since that time. Superior organization is mirrored in the curriculum which prescribes precisely what should be achieved in each course, while offering many helpful suggestions regarding supplementary material. Yet what sets the Lexington program apart is its highly refined town-wide testing. "The present program," the curriculum guide states, "is a result of a very careful evaluation of a thorough testing program made up of Pimsleur exams, to some extent the MLA exams, and more recently town-wide exams 6-12." Using the results of these exams, questionnaires, research in the field, and their own experience, the curriculum committee structured the present program to accommodate an optimum number of students, while making the offerings as diversified as possible. The end result is a fully articulated program that is characterized by both substance and great flexibility.

Curricular diversity at Lexington is critically important.

Such flexibility is undoubtedly one of the keys to success at Lexington. As noted above, students have the option of beginning in grade four or nine, and those who do poorly may elect to transfer to the regular track that begins in grade nine. Furthermore, the fact that instruction is self-paced makes it possible for the FLES students to work at their own rate and thus not lose interest. Such flexibility is possible because of the town-wide tesing program that allows teachers to ascertain performance level and thereby determine language level irrespective of grade. In addition, the option for accelerated classes in the high school is instrumental in motivating the widest spectrum of students. Quite simply, the French sequence at Lexington offers something for everyone, and this accounts for a large measure of the program's success.

At Lexington the coordinator plays an important part in maintaining the careful organization and high quality of the language program.

No discussion of success at Lexington would be complete without some mention of the role of the coordinator, whose job it is to see that this well-organized program functions smoothly. Evelyn Brega regularly visits classes and evaluates them. Because she does not teach on a regular basis, she is available to take over classes for a short period of time in the event that a discipline problem or other difficulty arises.

Further, the coordinator is essential for the furtherance of articulation throughout this sequence; she accomplishes this through frequent visitations, and conferences with the staff at all levels of the program. She is also responsible for organizing the workshops, a vital feature of the Lexington program, reflecting as it does the staff's ongoing resolve to improve their teaching, and is the capstone on the consummately successful French sequence in the Lexington (MA) Public Schools.

The French sequence at Lexington offers striking proof of how students can benefit from a sustained yet flexible exposure to a second language. The commitment to excellence and diversity virtually defines the Lexington program, and accounts in large measure for its unqualified success. The exemplary nature of the program can in part be attributed to the following:

(1) an unusually long and varied sequence (grades 4-12) provides students with a wide range of options for language study;

(2) a town-wide testing program ensures student satisfaction and thus the retention of nearly 90 percent of all students who begin language study in grade

four; districts which find such a test development project infeasible could create instead a special provision whereby qualified students, on the basis of periodic performance review, would be allowed to advance at their own rate in a given sequence.

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Lyons Township High School
LaGrange, IL

When the *Chicago Tribune* included Lyons Township High School in a recent survey of the top twenty Chicago area high schools, the newspaper heralded the Lyons language program as one of the school's principal assets. The *Tribune* went on to note the impact of the program's focus on career education, quoting the chairwoman, Estella Gahala, as saying, "We emphasize a language as a marketable skill."

Career education, however, is only one important aspect of this language program that has in recent years completely revised its methodology, curriculum, and raison d'être to bring language study out of the ivory tower and into the real world. Through a conscious shift both in priorities and in values, the Lyons program has made a significnat effort to become more responsive to the needs of a large segment of the school population; in the past six years its enrollments have risen to 53 percent in five levels of French and Spanish, and four levels of German, Italian, Latin, and Russian.

In demographic terms, the community certainly would seem receptive to language study. With a population of about 50,000, this southwest suburban district is made up of predominantly white-collar and professional families, a majority of whom have a demonstrable commitment to providing a good education in its large, academically oriented high school of 4,498 students, 75 percent of whom plan to attend college. Yet in 1974 language enrollments had dwindled from 50 percent to about 30 percent, and it looked as though the program would be reduced to second-class status.

The Lyons program realised it would have to change both its image and its content.

An informal random sample of community attitudes had revealed that while there was implicit commitment to language study, the Lyons program was perceived, in Mrs. Gahala's words, as "elitist, esoteric, and unessential." Clearly the program had an image problem that would have to be solved before substantive changes could occur.

The staff approached the requisite public relations campaign in a rather shrewd way by stressing both the accessibility and practicality of language study; this unique campaign ultimately began to turn things around.

The staff knew that their problems stemmed in part from a failure to articulate the benefits of language study. Consequently, anything current that stressed the implications of the President's Commission or stated the case for language study was duplicated and sent to counselors, administrators, board members, potentially sympathetic colleagues in other disciplines; in short, to anyone who might be in a position to influence popular opinion about language study.

Simultaneously, the program staged a series of eye-catching "extravaganzas" designed to promote the idea that languages are necessary, accessible, and vital. An array of large-scale events, such as a Lingofest and several international banquets, gave the program much-needed visibility, and helped counteract the misapprehension that language study is stuffy and arcane.

Substantive curricular and methodological change brought the product—language study—into line with the public relations campaign.

The substance of the reorientation of the Lyons language program was contained in a series of sweeping changes in the curriculum, which was completely revamped to develop not just linguistic proficiency, but also communicative competence and cultural awareness. In effecting such changes, the staff was determined to make the curriculum responsive to the needs and abilities of a wide spectrum of students, not just the intellectual élite. To this end, they completely rewrote performance objectives for each level, stressing the need for a basic ability to communicate and an active command of the languages.

The program instituted courses specifically designed to address student needs.

In an effort to appeal to students who only wanted enough language ability to facilitate travel abroad, the staff created courses in Spanish for Travelling and French for Travelling. Further, because of a general concern over the decline of verbal skills, two etymology courses were born, Word Clues and Word Search. These important initial steps contributed to making the curriculum responsive to the requirements of students.

Consistent with the commitment to the students as individuals was the program's decision to offer different ability groupings (three in Spanish, two in the other languages) in the individual sequences. This decision is especially noteworthy because it consciously dissociated itself from the idea of "tracking" through its proviso that students have the right to choose the group they desire. Having learned the lesson of elitism, the program, as Mrs. Gahala notes, wished to avoid "the unseen but felt hierarchies that can develop with ability grouping." The choice offered by Lyons has thus made possible the effective adoption of modified self-paced instruction: students now have the option, contingent upon their respective ability groupings, of completing Levels I and II of a language in 1½, 2, or 3 years. Other options abound as well. In addition to Advanced Placement literature courses, there are advanced courses in Spanish and Italian that link course work to the respective ethnic communities around Chicago, bearing eloquent witness to the program's resolve to accommodate a wide segment of the school population.

The program made a concerted effort to help teachers adjust their teaching styles to the new curriculum.

In implementing their massive curricular and methodological changes, the staff was sensitive to the potential threat they could pose to their colleagues, and consequently went to great lengths to stress cooperation with other departments. This collegial spirit extended to the department itself, as the staff closely cooperated with each other to restructure instructional techniques in accordance with the newly created curriculum. The emphasis was, according to Mrs. Gahala, on "assisting each teacher to learn how to do those things that he/she did less well." The staff arranged a series of "how-to" sessions on topics such as "techniques for developing oral competence," "pedagogical games," and "career awareness," all of which aided the staff in shoring up their instructional capabilities. This commitment to improving the quality of instruction in the program is today stronger than ever: fully half of the departmental meetings are devoted to some aspect of inservice training, and the emphasis on cooperation has led to the creation of several interdisciplinary courses, taught in conjunction with colleagues from history, art, and English.

The program's growing commitment to career education has meant reaching out to the community.

In keeping with their resolve to stress the connection between languages and the world, the staff introduced a strong career education component into the revamped language program at Lyons Township High School. In addition to assembling a wide array of materials for student use, the teachers in the language program cooperated with the Business Education Department in developing a Career Resource Center. Language teachers adapted textbooks to both careers and language skills.

But career education was not confined to the classroom: the staff located over 40 community businesses that were willing to volunteer their services to help students explore language-related career opportunities. The result has been a substantive increase in enrollments, as Lyons students have become aware of the benefits, indeed the vital necessity of studying languages.

The Lyons program today is incontrovertibly successful. Its 53 percent enrollment is striking, but even more impressive is the degree of student satisfaction with the instruction at Lyons. This is evidenced by the fact that fully 35 percent of all Level I students complete the four-year sequence. Furthermore, many of these students place—and several have even won—their respective AAT competitions. And it is a tribute to the quality of instruction that all college-bound students who complete a language sequence at Lyons receive placement credit; moreover, 35 percent are placed at the junior level of university language study.

The success of the Lyons program stems from its determination to demystify language study, to ensure in effect that it become vitally relevant for a wide spectrum of students.

More specifically:

(1) the program counteracted its negative image with an extensive public relations campaign;
(2) the staff revised the curriculum and methodology to stress the development of linguistic proficiency, communicative competence, and cultural awareness;
(3) the staff made a vigorous effort to adapt to the new program through special inservice activities;
(4) in an effort to make languages connect to the real world, the staff established a strong career education program that utilized important community resources.

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Lower Moreland High School
Huntington Valley, PA

The commitment to language study in the Lower Moreland School District, in a suburb of Philadelphia, is so strong that in 1978-1979 a four-year language requirement was instituted for students who elect to follow the college-preparatory curriculum. Numbering about 12,000, the district accommodates 2,704 students in two elementary schools, one middle school, and one high school. The generally affluent parents of these students are employed in roughly equal proportions of white- and blue-collar jobs, and earn a median yearly income of $32,000. The district's school system is decidedly college-preparatory: approximately 85 percent of the Lower Moreland graduates pursue further education beyond high school.

Such demographics suggest that community values play a tangible role in the program's continued success, a fact readily acknowledged by Coordinator Delbert Hausman:

> *Outside obervers might look at the district's profile, its mean income and education levels, and the percentage of our students who continue on to higher education and they might conclude that a reasonably successful foreign language program should be inevitable.*

After all, at a meeting to discuss the proposed language requirement, some parents were concerned about whether four years of a language study were really sufficient.

Success, however, is seldom "inevitable." Hausman quite rightly goes on to add that while community values are important, they cannot be conjured up out of thin air, but rather must be cultivated and encouraged. Of signal importance is the program's firm resolve to offer language instruction of high quality, as well as its efforts to make the public aware of its achievements. Because of the new language requirement, enrollments are at an all-time high of 85 percent, yet the number of students taking a foreign language always exceeded 50 percent, even before the adoption of the requirement. As one former member of the Board of Education told Hausman, "You must be doing something if you can get my son to take five years of *this stuff.*"

This "stuff" comprises a wide array of courses that includes six-year sequences in French, German, and Spanish, each culminating in Advanced Placement courses. One measure of the degree of proficiency attained by the Lower Moreland students is their consistently high scores: most receive some form of college credit as a result of their Advanced Placement exams. At Lower Moreland, the mean CBAT score in French, German, and Spanish exceeds 500.

A required exploratory course makes an important contribution to the 'éclat' of the program

The real basis for success at Lower Moreland is its extremely well-qualified, capable staff, most of whom have lived abroad and thus are fluent in their respective languages. Equally important, however, is the instructional context in which they work: Lower Moreland's strong, well-articulated curriculum provides a required exploratory course in grade six or seven that consists of twelve weeks' work in German, French, and Spanish. The content of each semester is attractively balanced to include seven weeks of cultural study and five weeks devoted to an introduction to each language: the course gives the students a solid background in the essentials of language, while ultimately enabling them to make a more informed choice about which language they wish to pursue through the long sequence.

The language curriculum proper begins in grade seven with conversational French, German, or Spanish courses that are designed to develop strong oral-aural skills. Yet this important emphasis on the spoken language is not pursued to the detriment of the students' grammatical development: the year-long conversation courses cover about half of a standard first-year textbook, the rest of which is completed in Level I. In Levels II-IV classes are tracked according to ability, with provision for highly motivated students to complete two levels in one year. It is a measure of the program's seriousness of intent, as well as of its strength, that it is able to offer separate sections of all tracked classes, including the Advanced Placement courses in French and German, whose enrollments in 1978-79 were four and eight respectively: only Advanced Placement Spanish, with one student, was given as independent study. The fact that in 1979-80 there were eight classes with ten students or less illustrates the degree of administrative support that has through the years evolved for language study in the Lower Moreland District.

A spirit of innovative responsiveness prevails at Lower Moreland.

The Lower Moreland language curriculum is never allowed to become ossified and static. The staff is constantly at work to improve course offerings and create new options for the students. Thus the substantial degree of receptivity to the idea of instituting a four-year language requirement has led the staff to adopt for 1980-81 a special intensive Russian sequence for students currently studying a foreign language. The twenty-one students enrolled this fall will rapidly acquire proficiency in Russian in intensive seminar sessions. This option is only one example of the program's commitment to giving the students a wide and attractive array of choices for language study.

A broad spectrum of co- and extracurricular activities provides an important dimension to the Lower Moreland program.

The staff at Lower Moreland is convinced that language-related activities beyond the classroom are essential for maintaining a high level of interest in and enthusiasm for language study, and they therefore go to great lengths to ensure that the students will have a large number of events from which to choose. Language instruction thus transcends the confines of the classroom through an Oktoberfest, Mardi Gras, German Club camping trips, all night bowling parties, Ballet Folklórico assemblies, theater trips, international days and dinners, and soccer games, all of which are designed to integrate language study into the totality of school life.

Language activities lend added visibility to a program dedicated to publicizing the importance of language study, as well as its own achievements.
The remark quoted earlier by the Board member indicated to the staff that the image of language study was greatly in need of improvement. Clearly the administration and the public at large did not fully understand the fundamentally indispensable nature of language study. Out of the concern that the program was being misunderstood and even sold short, an intensive public relations campaign was born. The staff began by strategically and effectively publicizing their own professional activities and achievements. In addition to announcing the program's many events, Lower Moreland language teachers made it their business not only to invite but also to encourage parents, administrators, and board members to attend. At the same time, they also embarked upon an image-building program that included duplicating articles that promoted language study. These were distributed to guidance counselors, administrators, and the Board, along with memoranda explaining their significance. This intensive public relations campaign has resulted in the program's record popularity among parents and administration, the decisive outcome of which was the recent inclusion of language study in the graduation requirements for college-bound students.

The success of the Lower Moreland language program is in large part a function of its curriculum, which includes a long sequence of courses in French, German, and Spanish, in addition to a number of other attractive options for language study. In concrete terms, the program's successful features are as follows:

(1) Lower Moreland offers a required exploratory course that virtually guarantees the students' success by providing a strong initial exposure to language and culture;
(2) through its tracking system the program is able to accommodate students of varying abilities and interests;
(3) the program conducts a wide spectrum of out-of-class activities that integrate language study into the mainstream of school life;
(4) the staff pursues an effective public relations campaign that maintains the admirable support of both administration and community.

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Middlesex Junior High School
Darien, CT

Located in Darien, Connecticut, a predominantly white-collar suburb near New York City, Middlesex Junior High School is one of two junior high schools, six elementary schools, and one senior high school in a district of 18,000. In the school itself there are 660 students, 363 of whom are enrolled in a foreign language. The college-preparatory focus of school reflects the ambience of the community it serves: 85 percent of its students will attend college, coincidentally the same percentage enrolled in the elective language program.

While it would be naive to ignore the important role community values play in maintaining the exceptionally high language enrollments at Middlesex Junior High School, this factor should not be equated with the language program's success. The language effort is exemplary not because motivated students of highly ambitious parents are clamoring to learn a foreign language, but rather because of factors intrinsic to the program itself.

To begin with, the Middlesex language program is solidly grounded in a well-defined, articulated curriculum with clearly and practically stated goals and objectives. This flexible curriculum accommodates students of varying abilities by giving them the option of beginning French or Spanish in grades 7, 8, or 9. There is even provision for grouping ability: accelerated or remedial classes are offered in grade 8 when scheduling permits.

At Middlesex the emphasis is on the quality and thoroughness of instruction, rather than on the quantity of material covered. With the strong and enthusiastic support of the administration, the language staff consciously strives to provide students with a solid foundation in the fundamentals of language. The quite rigorous courses stress horizontal rather than vertical learning, and there is a good balance between subject-centered and student-centered teaching. The effectiveness of this program can be measured by the students' impressive mastery of basic skills, as well as by the large number who have received recognition in the national French and Spanish contests in recent years; in fact, four Middlesex students have been national winners.

As in most programs described in this book, the approach in Darien is principally audiolingual, with an important component that features filmstrips, transparencies, slides, and other realia. In an effort to respect individual students' different types of learning, the staff makes a real effort to vary instructional methods and techniques. While teaching styles may also differ somewhat, all six teachers strive to give their students an active, practical, and successful experience with the language that will encourage them to continue and to excel. There is a very strong commitment at Middlesex to using the target language as much as possible in the classroom, an emphasis that clearly pays off in the degree of linguistic proficiency attained by these junior high students.

Students at Middlesex learn in an atmosphere of trust and security.

The instructional rigor of the Middlesex program in no way contravenes the staff's commitment to the policy that people learn best in a context of good will and positive thinking. The teachers are sensitive to their students' needs and are willing to become involved with them outside the classroom. Thus it is not uncommon for a foreign language teacher to coach an athletic team, sponsor the Running Club, chaperone a school dance, etc.

Teamwork is another vital feature of the successful program at Darien.

The enthusiastic and highly competent teachers work together cooperatively and supportively to improve the program. The staff has collaborated to create special packets that review essential grammatical and vocabulary items in a new and exciting way. A unity of purpose has led these teachers to assist one another in preparing lesson plans, worksheets, and tests. They have also devised departmental final exams which help them assess their own teaching objectively. There is even a "share drawer" in the Resource Center that gives teachers access to each other's materials. This spirit of cooperation has ultimately led to much more creative instruction in the classroom.

The Middlesex teachers go out of their way to accommodate their students and to ensure their success.

The staff sends an introductory letter to the parents of every incoming student advising them what to expect from language study and what skills the student will acquire; it also outlines how the student should study and what parents might do to encourage good study habits. The students themselves are periodically given important information about the specifics of learning a language. To facilitate communication about students' progress the staff devised a *Profile of Progress* to report to the students and their parents areas of strength and weakness, offering suggestions for improvement. Teachers either use the document as a basis for individual conferences or mail them to the parents.

The staff's concern for the continued success of the students is further demonstrated by the tutoring program located in the Resource Center. Teachers, a part-time aide, volunteer parents fluent in the language, and peer tutors are avalable before and after school, as well as during free periods, to help students resolve any difficulties they might have. Ultimately this approach in Darien means high enrollments and very low attrition, a real degree of student satisfaction and a tangible sense of teacher accomplishment.

Through its focus on a variety of activities, the program at Middlesex encourages the active use of the language.

We were struck in our class visits by how extensively and imaginatively students and teachers alike used the target languages even in the beginning seventh-grade classes. This is possible because the staff incorporates a number of techniques that make using the language both fun and exciting. A major focus is projects. A unit on possessive adjectives and vocabulary relating to the family culminated in a project on the Family Tree that required students to trace their family heritage, create an original design with pictures and names of the family forebears, and give an oral presentation of their family to the class.

There are abundant incentives for using the languages at Middlesex.

In Spanish II we watched students acting out commercials they themselves had written as vocabulary-building exercises; these were to be videotaped the next week for viewing by the other Spanish classes. One especially elaborate and intriguing French project titled "Faisons des achats" ultimately entailed the creation of an entire shopping district, including *une crèmerie, une boucherie* and *une charcuterie.* In addition to making pictures of marketable items (with prices affixed) and a poster representing the storefront, the students involved had to describe the merchandise, hours of business, specials of the day, etc. to the rest of the class in French. A final activity required the preparation of a French skit which depicted typical commercial situations in their store.

In keeping with the policy of cultivating the active use of the language, the staff from time to time allows ninth graders to teach a unit under the supervision of the teacher involved. At other times these students may be responsible for preparing a review activity. Teachers in ninth grade classes also have students make telephone calls to one another to drill the past or future tense after it is practiced in class. The call is carefully structured via a handout which includes an outline, vocabulary and questions to be answered at the completion of the call. Parents are asked to monitor the call and certify that it took place in the target language. It goes without saying that students enjoy chatting with one another in a language other than their own. The deft organization of this activity, however, ensures that the students will receive maximum benefit. Such a project does much to promote good will at home while providing the students with a valuable experience in using the language outside the classroom.

The creative use of projects designed to develop linguistic proficiency is typical of the language program at Middlesex Junior High School. Like most good programs, the department uses these projects as a means to an end: they offer a marvelous opportunity and incentive to use the language actively.

A thriving program of co- and extracurricular activities complements the instructional efforts of the Middlesex language department.

The Darien staff acknowledges that out-of-class activities can kindle students' interest while providing essential authentic experiences with language and culture. One especially good example was a recent French Club walking tour through downtown Darien where students who had made a pact not to speak English conversed in French with a former French teacher, the proprietor of a local delicatessen, and then interviewed the chef at the Gourmet Table, a small restaurant.

A highlight of each school year is the celebration of Foreign Language Week, a bona fide extravaganza which seeks to stimulate language study and expand students' perceptions of peoples and cultures of the world. Following a theme, students spend hours decorating the school with French, Spanish, and Latin signs or posters: there are multilingual announcements on the public address system, and the program arranges various interdisciplinary activities. Other successful events have included a Continental Breakfast for students and staff, a Career Day featuring community speakers who speak to classes about various career applications of foreign languages, and a French-Spanish Volleyball Game which this year raised funds for UNICEF. Film festivals, food-related activities, and foreign guest speakers are especially popular at Middlesex. During the Spring Open House, the staff arranged a program of student presentations which included samples of oral projects they had prepared throughout the year, thus providing an opportunity for language students to show what they have accomplished.

Language study at Middlesex transcends the confines of the classroom.

Many field trips are offered to students as appropriate films, plays and concerts are available in the surrounding area. Each year the FL aide briefs students on French and Spanish painting and arranges a visit to one of the New York art museums. Annual excursions to Canada and France have given students a chance to test what they have learned in authentic cultural surroundings. Even a French or Spanish class dinner in a student's home gives these young people a social opportunity to use their respective languages as they sample foreign cuisine they themselves have prepared.

The scope and design of the aforementioned activities, all of which provide essential motivation for learning languages, affords an important insight into the rigor, accountability, and responsiveness that make the language program at Middlesex Junior High School successful. In summary:

(1) the students are offered an array of activities, all of which are designed to increase linguistic proficiency and cultural understanding;
(2) the target language is the language of the classroom;
(3) the staff makes a concerted effort to accommodate and cultivate the students' interests in every way possible way;
(4) the languages are taught in concrete, situational terms that encourage active and imaginative use.

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Nicolet High School
Glendale, WI

Milwaukee boasts at Nicolet High School, one of the best language programs in the nation. Located in Glendale, Wisconsin, a suburb of Milwaukee, Nicolet is the single high school in a district of about 50,000 people. The community is comprised of white-collar families whose average yearly income is about $27,000. The focus in the high school is college-preparatory for the most part: 81 percent of Nicolet's 2,000 students plan to attend a college or university.

The scope of the language curriculum at Nicolet High suggests that the program is in accord with the instructional tenor of the school: students can choose complete sequences in French, German, Latin, Hebrew, and Spanish. The language effort is active, dynamic, and obviously effective: Nicolet students almost always score above the norm on national tests such as the various CBATs and the AATF, AATG, and AATSP examinations. Furthermore, the program's enrollments are substantial—more than half the student body is involved in studying a language.

Equally impressive is the program's excellent rate of completion: of those students registered in first year, one student in three will finish the French sequence; half of all beginning German and Hebrew students go on to study Level IV; one in four completes the Spanish sequence; and there is virtually no attrition between Levels I and II of Latin. In fact, in the past five years, both enrollment and completion rate have increased.

This exemplary program has all the ingredients for success: a distinguished teaching staff, frequent and excellent inservice training, and a splendid array of facilities. Good support from the administration complements the staff's strong emphasis on out-of-class activities such as foreign exchanges and language extravaganzas. Further, the Nicolet language teachers are quite resourceful in locating authentic opportunities for students to use the respective target languages: one of the most popular involves arranging telephone "visits" with native speakers in the community. Yet the single most important feature at Nicolet High School is the language curriculum.

By restructuring the curriculum of the advanced courses, Nicolet has significantly reduced attrition.

Since 1974, enrollments in Levels III of German, French, and Spanish have doubled and the program has witnessed a 30 percent increase in the overall completion rate. Such a dramatic improvement is due to a series of sweeping changes in the curriculum that have ultimately enabled the Nicolet language effort to accommodate a wider spectrum of students.

Six years ago the staff introduced a tracking system in the advanced courses that offer a choice of both pace and focus. According to Chairwoman Eileen Johannsen, the B-track is designed for those students "who liked the foreign language but were afraid to pursue the advanced curriculum." Its focal point is culture, its pace slow but deliberate, and there is provision for a thorough review of vocabulary and grammatical structures. Titled "Facets of French/Spanish/German Life," the course emphasizes oral skills and concerns itself primarily with aspects of daily life, including practical considerations that arise during residence in the target country; students are also exposed to semester-length units on topics such as mass media in Latin America. While the pace is slow, with a cultural focus, this course is in no way a poor relation of the academically-oriented track; its emphases are simply different. Most important, the format itself encourages the students to excel; there is an ambience of trust and support that is conducive to intensive language study and achievement.

As Ms. Johannsen notes, because the B curriculum is enjoyable and relevant, "the B students are less threatened by competition, they feel comfortable in an environment which allows them to learn with a high degree of success." The program's extraordinary effectiveness can in part be measured by the fact that virtually all students who complete the B-sequence are successfully placed into the fourth semester of college work.

Students who elect the A track are by definition more academically disposed, thus the course of study in both Levels III and IV provide a rigorous introduction to culture as manifested in representative literary works from all periods. Titled *Facets of Literature,* the two-year course promotes the development of oral and writing skills as applied to the interpretation of major literary works; the class moves at a much faster pace than its B-counterpart, and regularly requires creative expression and sustained critical analysis. Students are even offered the option of teaching their respective languages one day per week in one of the many area elementary schools.

Furthermore, there is a marked emphasis on designing and carrying out projects that aid in the acquisition of important research skills. To cite one example: students in Level IVA are frequently assigned to read novels, an activity that culminates in extensive oral and written reports on both the text and the author's life and works. Although IVA classes are not Advanced Placement courses as such, students who occasionally take the respective Advanced Placement Literature examinations nearly always receive some form of college credit.

The tracking system in advanced French, German, and Spanish has been a tremendous success at Nicolet. It is undoubtedly responsible for the sharp decline in attrition, and accounts for the substantive increase in enrollments. The program is extremely popular among the students, whose enthusiasm about advanced language study stems partly from the fact that they now have a choice: although a student's Level II teacher recommends the A or B option, the final selection ultimately rests with the student. In purely psychological terms, the introduction of such a choice has helped substantially in revitalizing the advanced program: as Ms. Johannsen notes, "The students no longer ask themselves if they want to continue their study of the foreign language in the third year, but rather which course they wish to take."

Curricular innovation at Nicolet includes a special Spanish sequence for students who would otherwise not be enrolled in a language.

As is the case in most high schools, Spanish at Nicolet is the most popular language, with twice the enrollment of French and triple that of German. Yet despite the apparent popularity of the language, a disproportionately large number of beginning students were choosing not to continue their study of the language. In an attempt to alleviate this problem, the Spanish staff decided to institute a special sequence, Conversation Spanish I-III, designed to accommodate the student who cannot succeed in a regular first or second-year class.

After six to ten weeks in Spanish I, these students are transferred into the Speaking Spanish class. True to its name, the course stresses basic conversational skills and class size is kept small to maximize personal contact between teacher and students. The pace is slow, and review is an integral part of this effort to provide language instruction to those students who are motivated but have learning problems.

In their second year students may continue in Speaking Spanish II, which also includes those who have completed the regular level-one class but who have not mastered the required work. Level II of Speaking Spanish continues to stress the practical aspects of the language, while allowing students to progress at their own rates. In this course where students learn vocabulary related to food, sports, and travel, the emphasis is on using the language in concrete situations such as buying tickets, getting a hotel room, etc. Successful completion of this course entitles a student to credit for one level of Spanish. Interested and motivated students may elect to pursue a third year of Speaking Spanish. Focusing on aspects of Hispanic culture, this course includes independent work on topics such as Latin roles in films and the Latin contribution to popular and classical music.

A strong department head is essential for smooth operation of the Nicolet language program.

Because of the diversity of offerings within the greater language department, program advocacy is extremely important, and success depends in part upon how efficiently the individual programs are managed. These factors make Eileen Johannsen's work as Department Head, with a three-fifths reduced load, extremely important. A case in point is the very nature of the Speaking Spanish sequence, which necessitates close supervision. Ms. Johannsen explains:

> *Careful selection of students for this class is extremely important. Furthermore, the school administration must recognize the importance of low teacher-pupil ratio to ensure student success based upon individualization of learning. Guidance counselors must be frequently cautioned not to place students into the class without the [proper] qualifications.*

The responsibility for such supervision falls of course to the Department Head, who performs a similar function in the case of the tracked advanced program: since minimal enrollments must be maintained in order for both tracks to continue to exist, it is up to her to publicize constantly the desirability of language study. She is also charged with keeping the administration informed of the program's progress, in the event that enrollments drop and bargaining becomes necessary. Because of the department's admirable resolve to accommodate students of varying interests and abilities, provision for a strong Department Head is essential to the continued success of the program as a whole.

The future of language study in this Milwaukee suburb looks bright. In 1979-80 Indian Hill Elementary School instituted a special FLES program in Kindergarten through grade four, Multidisciplinary Approach to Spanish (MAS), that fully integrates language study with other basic areas of the curriculum. By 1983 this program will be articulated with the Nicolet offerings.

In coming to terms with the fact that college-bound students are no longer a captive audience for language study, the Nicolet language department has created an unequivocally successful language program that reaches—and retains—more than half of the student body. Three important factors bear directly on the program's success:

(1) the advanced curriculum has been redesigned to provide tracking in Levels III and IV of French, German, and Spanish;
(2) the staff has created a special three-year Spanish sequence for motivated students with learning problems;
(3) there is provision for a strong Department Head who makes certain that these programs are properly managed and publicized.

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Northland High School
Columbus, OH

Conspicuous as student attire at a medium-sized high school in suburban Columbus (enrollment: 1200) are T-shirts which proclaim, "Latin Is Alive and Well at Northland High School!" This is no idle boast. Better than 16 percent of the students are enrolled in six levels of Latin (Level VI is offered on an independent basis), as compared with 12 percent in Spanish, the next highest-enrolled language. It is difficult to imagine a Latin program in which thirty to forty students are turned away each fall because classes have been closed, but at Northland this happens regularly. What is perhaps even more astonishing is the program's completion ratio: fully half of those students who begin Level I will finish Level IV. When one further considers that Northland High is not primarily college-preparatory—only 30 percent of its students go on to college—the Latin program there emerges as a small but undeniable miracle.

The school is one of 16 senior high schools in a district of 700,000. Northland's students, 25 percent of whom are Black, come from both urban and suburban communities. Their parents are employed in roughly equal proportions of white- and blue-collar jobs, and the median yearly income of the Northland families is $25,000. Although a relatively small number of the students are college-bound, the school itself has an unusually strong language program which offers, in addition to Latin, five levels of French, German, and Spanish, ultimately enrolling better than 40 percent of all tenth, eleventh, and twelfth graders.

Although Latin is clearly preeminent among the languages offered at Northland High School, its success does not depend on a radical departure from traditional classroom instruction. On the contrary, Latin teacher Carolyn White insists that "most of the teaching is structured and fairly old-fashioned." Mrs. White is an exciting, dynamic teacher who attracts and retains many students simply by dint of her own personality. Her methodology, nonetheless, is traditional, although she is quite adept at varying the pace through games, skits, and other techniques, and she frequently uses audiovisual aids such as cartoons to introduce grammatical items.

One of the secrets of success at Northland is the teacher's highly personalized relationship with her students.

That there is provision for enrolling in two levels of Latin at the same time—and that about 20 students per year exercise this option—is an important indication of the personal rapport Mrs. White enjoys with her students. She goes to great lengths to make each student feel personally and intellectually accommodated, a strategy that has created an empathy with the students, ensuring a strong program.

For example, Mrs. White meets privately with all students at the end of each six-week period to "check on individual problems, encourage the slower student, praise the achiever, and take time to chat with each student." This also provides an informal opportunity for student and teacher to reconcile any differences of opinion about the student's six-week grade. Individual contact is important at Northland: Mrs. White's personal touch ensures a measure of student satisfaction that ultimately translates into very low attrition.

Students in the Northland Latin program are constantly presented with opportunities to excel.

Daily evaluation in some form is an indispensable part of the approach to Latin at Northland High School. Mrs. White reports that once the students recover from the initial shock of being faced each day with a translation or short quiz, they actually enjoy the routine. Besides giving the students a real sense of security about the extent of their progress, such frequent evaluation offers a regular and predictable format for success and thus reduces the anxiety caused by major tests. Despite the reams of student papers this policy generates, Mrs. White is convinced that creating a relaxed but industrious atmosphere will, through its emphasis on steady acquisition of language skills, ensure a significant measure of success for the great majority of her Latin students at Northland.

Instruction in Latin embraces both the concrete and the practical.

The fact that the methodology at Northland is traditional does not mean that Mrs. White's instructional approach is either abstract or esoteric. In keeping with her resolve to provide her students with a meaningful experience with Latin, she devotes quite a substantial portion of class time to teaching word derivatives, providing a practical opportunity for vocabulary-building that is very popular among the students.

This emphasis on the concrete is a constant throughout the Latin sequence: the use of cartoons to introduce grammar to beginning classes is paralleled by elaborate review games in the upper-division courses. One of the more popular courses focuses on solving a "whodunit" Roman-style: students have to have mastered complex structures to be able to decipher clues that will lead them to identify the murderer of an imaginary Roman emperor. Whatever the level, the practical orientation of the instruction offers strong proof of the program's firm commitment to accommodate and interest a substantial segment of the students at Northland.

The thriving Latin Club has become an integral part of student life at Northland High School.

To be enrolled in Latin, and thus to be a member of the Latin Club, is to be part of the largest, most prestigious social event at the school. As Mrs. White notes, "Latin in many ways is a way of life" at Northland High School. The school yearbook, for instance, devotes more space to the Latin Club than to the senior prom. As the single largest club in the school, its activities are legion and range from charitable work to

Saturnalian revels. The club's size reflects the success of Mrs. White's personalized approach to teaching Latin, as well as her sharp eye for public relations.

This consummate talent for publicizing language activities is exemplified in her orchestration of the annual Latin Club banquet at which the president for the year is announced. Sumptuously decorated with Roman artifacts, the school fairly buzzes with machinations as students campaign the entire week before the Roman *cena*, a gigantic banquet affair for 250. Given the immense popularity of this event, many are always turned away. Students dressed in authentic costume act as hosts at the evening banquet, the high point of which is a rather elaborate ceremony which dramatically reveals the identity of the new president of the Latin Club. Then the past, current, and incoming presidents hoist a mammoth goblet and toast, respectively, the past, present, and future. Because Mrs. White long ago made excellent contacts at her local paper, a reporter and photographer are always on hand to ensure that the extravaganza is given proper attention, all of which provides marvelous publicity for the Latin program.

It is a truism of language programs that individual teacher personalities are either the salvation or the demise of an instructional effort, and the Latin sequence at Northland High School is certainly no exception: its success is to a large degree the result of Carolyn White's limitless energy, resolve, and creativity. There are, however, a number of intrinsic success factors that are noteworthy:

(1) the approach to Latin is highly personalized so that each student is treated as a unique individual;
(2) the program format gives students frequent opportunities to excel, while ensuring that they keep pace;
(3) the concrete and the practical are emphasized in the classroom;
(4) the teacher is adept at publicizing her own achievements and those of her students;
(5) extracurricular activities, and the Latin Club in particular, have been refined to such an extent that Latin has become an integral part of school life.

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Okemos High School
Okemos, MI

That nearly as many students are enrolled in German as in Spanish at Okemos High School striking; that more students complete the German sequence than either the French or the Spanish indicates that something unusual is going on in this East Lansing suburb.

The teacher, Sarah Juntune, has a simple answer: "I try to do my best to make the students aware of themselves and their roles as world citizens and to provide them with the knowledge and skills to function in at least one other culture." Mrs. Juntune's attitudes toward language study and teaching were decisively influenced by her own experience studying in Switzerland, where she was impressed by the profound differences in American and European attitudes toward language. This revelation accounts for what she terms her "missionary zeal" in teaching German. The precise details of how she goes about this is a paragon of how a small but exemplary program thrives.

Okemos, Michigan, is a small, primarily white-collar community of 20,000 that is in part comprised of the faculty and staff of Michigan State University; nearly 50 percent of the community families have a graduate degree. The caliber of students is high, and parents are adamant about their children having an excellent education in the district's four elementary schools, one middle school, and one senior high: 76 percent of the Okemos students plan to attend college.

The Okemos German program offers a five-level sequence that includes two Advanced Placement courses given as independent study. More than 10 percent of the student body is enrolled in German; two-thirds of all those taking Level I complete Level III. In keeping with the academic orientation of the school, the German curriculum is a demanding one: Levels I and II provide intensive coverage of the essentials of grammar, with a strong emphasis on rapidly acquiring good speaking and writing skills. Such a rigorous course of study attracts students because they know they will be exposed to a significant intellectual and cultural experience: the opportunity to attain genuine proficiency in a second language.

Low attrition and high enrollments at Okemos are due in part to the teacher's acknowledgement of the plurality of learning styles and rates.

Although there is no tracking as such, the content of Okemos German classes reveals a spirit of flexibility and diversity. Within requisite limitations, German teacher Sarah Juntune attempts to accommodate a wide spectrum of students; her chief instructional goal involves "trying to teach as much as possible about the language and the culture to as many different ability levels as possible."

Such a simple goal is accomplished through a rather complex strategy that includes differentiated assignments and tests. Although all students in a given course cover virtually the same material, they may choose assignment tracks and tests which are designed to challenge both the average and above-average student. While the former are encouraged to read extra texts, the latter are required to do outside reading each term to get their "A." As Mrs. Juntune points out, such a policy affords a rather neat solution to the problem of reconciling different learning rates: the above-average students

> *are encouraged to have their readers with them in class so they can pull them out when I'm drilling or re-doing something they already understand. This helps cut out the idle chatter for the better students; it gives me more time with those who need me; and it helps everyone achieve more at the level of his/her potential.*

Juntune further accommodates her students by frequent short quizzes, thus defusing a degree of anxiety inherent in language study. In so doing she is able to impart a real sense of security to her instructional effort, while in no way sacrificing either her standards or designated objectives.

Some students who are capable of independent study follow A.P. German Literature or Language curriculum, meeting with Mrs. Juntune during non-class time (after school, etc.) for discussions.

A non-sequential series of thematic units in Levels III and IV has ensured the survival of the sequence.

In the Okemos German program, levels III and IV have never been distinct entities. The original concept was one of term courses open to all students above level II. According to Sarah Juntune, having students of levels III and IV in one class is really not impossible, *if:* (1) they are covering basically the same material that is structured on a thematic basis, and (2) the concept of differentiated assignments and testing is used. Okemos German courses were offered on a rotating two-year cycle so that no student in level III or IV would have the same course twice.

When the district discarded the term system, the various courses were combined under the name "Advanced German," a year-long repeatable course, to facilitate computer scheduling. The basic thematic approach remains the same, and the content of the former term courses such as "Vocabulary Building," "Conversation," "Germany in a Nutshell," "German History," and "German Humor" is largely incorporated into "Advanced German."

Upper-division courses make language study real and relevant.

The thematic approach at Okemos is thoroughly consonant with Mrs. Juntune's philosophy of developing a high degree of linguistic proficiency combined with an awareness of one's role as a world citizen. For example, one rather lengthy unit deals with tourist topics such as customs and passports, getting a hotel room, ordering a meal, shopping, using the bank and the post office, public and private transportation, entertainment, and dealing with emergencies. In this unit students discuss aspects of daily life, after which they plan their own trips and are required to write a business letter requesting information from a *Fremdenverkehrsamt.* Another popular unit gives students an opportunity to read German cartoons, humorous short stories, even comic books, as they learn to write their own jokes and cartoon captions.

The longer unit on German history offers a more academic structure including shorter topics such as war, the modern world, West versus East, and the generation conflict. Seniors who are capable of independent study may pursue the Advanced Placement curriculum in German language or literature, meeting with Mrs. Juntune at times other than during the scheduled classes. In all instances, the students are exposed to material that develops their linguistic proficiency as well as their empathy with and understanding of a culture other than their own. Moreover, these advanced students are not segregated according to level, but rather are allowed to comingle in an instructional atmosphere that is as beneficial to them as it is consistent with the principles of the program.

Language instruction in the Okemos German program consists of active, authentic experiences with both the culture and the language.

The commitment to authenticity at Okemos begins with the physical classroom arrangement, which includes a piece of "Lüneburger Heide" and barbed wire from the original Berlin Wall affixed to pieces of burlap which are secured to the walls. The room is replete with detergent boxes, magazines, and other realia, all of which lends an authentic flair and sets the tone for the program. The tenor of German instruction at Okemos embraces the real and the concrete. Mrs. Juntune has incorporated into the daily classroom routine a variety of endeavors that encourage the active and creative use of the target language, while at the same time ensuring a measure of practicality and realism.

For example, students set up a model village and are responsible both for running a store *auf deutsch* and for acting as a customer in the town. This provides a good opportunity to learn important everyday vocabulary in a relatively painless way, and also encourages the spontaneous use of German. Similarly, students acquire clothing-related vocabulary on "Paper-Doll Days," during which they cut out pictures of articles of clothing from magazines and attach an appropriate German description. The list of activities is endless. Especially popular are the frequent oral demonstrations on topics that range from cooking, to rockets, and even to changing a tire. In addition, the teacher has established a three-week long exchange program with a *Gymnasium* near Hanover, and in past summers she and her husband have taken groups to an island in Lake Michigan for a week of total immersion in German.

The success of the Okemos German program depends in large measure on Sarah Juntune's highly imaginative efforts to teach her students language skills in a vital, concrete way. The result is an exemplary course of study whose principal successful features include the following:

(1) a broad spectrum of students is accommodated through differentiated assignments and tests;
(2) levels III and IV have been replaced by a non-sequential series of innovative and interesting thematic units;
(3) course material and activities at all levels stress the development of substantial linguistic proficiency by concrete and practical means.

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Parkersburg High School
Parkersburg, WV

From Parkersburg, West Virginia, Chairwoman Marilyn Phillips writes that many of the students at Parkersburg High School "take a language because of what is happening in the classrooms and the relevance of it. They want to be where the action is!" Action and relevance are the defining characteristics of this successful language effort, and accommodation is its hallmark. Parkersburg High School is one of three senior high schools in a county of about 80,000. Families in this blend of small-city, small-town, and rural communities are employed in roughly equal numbers of white- and blue-collar occupations, with an average yearly income that is less than $30,000. About sixty percent of the 2500 students at Parkersburg High School plan to continue their education beyond the secondary level.

To walk into the wing devoted to languages at Parkersburg is to experience firsthand the program's commitment to authenticity and accommodation. Colorfully decorated walls and attractive displays of realia announce in no uncertain terms that one is entering enclaves of the respective target cultures. By dint of very hard work, the language staff of six at Parkersburg have fashioned a language program that attracts nearly 20 percent of the student body in complete sequences of French and Spanish, as well as in three levels of Latin. Enrollment and rate of completion have even increased in the past five years. Furthermore, the Parkersburg program develops measurable proficiency in its students: on examinations such as the AATF *Concours*, the program usually produces state and regional winners, while on college placement exams, students usually receive credit for one or more courses. The average CBAT score in both French and Spanish at Parkersburg always far exceeds the national mean.

The Parkersburg language program stresses student accommodation as a critically important component of success

"At Parkersburg High School," Mrs. Phillips writes, "the teachers make a strong effort to encourage success and to increase motivation and will 'bend over backwards' for our students. The name of the game is work and we are not afraid of this word." This ethos of hard work involves the staff's constant efforts to improve both their own instructional efforts and the current language curriculum. In a recent project involving the entire staff, Parkersburg language teachers were successful in clarifying and streamlining course content for all languages by redefining goals and objectives in concise, realistic terms. Their action makes it possible to serve students more effectively. The intense popularity of the Parkersburg language department is the result of their spirit of complete accommodation.

The staff works well with the students because they work well together: morale is high among the six teachers. They are extremely supportive of one another, helping out in each other's classes and sharing materials such as composite card files of instructional activities.

At Parkersburg, accommodation means a willingness to offer special courses to meet student needs. For example, the staff has recently instituted "Passport to France," a terminal first-year course for students whose interest in going abroad necessitates a travel-oriented introduction to the fundamentals of language and culture. Primarily designed to develop basic conversational skills, the course utilizes filmstrips, authentic cultural materials, and guest lectures. As a culminating activity the class together plans a trip to France down to the smallest detail. Offered for the first time in the spring of 1980, Passport to France was such a success that the staff is considering continuing it on a regular basis and instituting a comparable course in Spanish at the same time.

Although the Parkersburg language program itself is fairly traditional, there is provision to advance highly motivated students at their own rate. Nor is the staff balked by scheduling conflicts: advanced students who cannot arrange to enroll in third and fourth year courses are given the option of registering for Practical Application Opportunity, an alternative for self-directed study in which qualified students assist in various teaching activities, while at the same time pursuing for credit an independent project in the target language.

At Parkersburg the target language is preeminent.

The Parkersburg language staff is firmly committed to the precept that the respective target languages must be used as exclusively as possible in the language classroom. Level I instruction is designed to accustom students to their policy, and by the second year classes are for the most part conducted entirely in the language. The staff realizes this through the use of varied motivational techniques: tapes, slides, singing, games, and special conversation sessions in groups of varying sizes reduce self-consciousness, while providing tangible incentives for using the language. Such an array of activities offers a relatively benign, non-threatening means of acclimatizing the the students to function effectively in the target language. Parkersburg language students also have the benefit of Amity Aides, teacher interns from French- and Spanish-speaking countries who work intensively with the students to help make the respective target languages the primary vehicle for communication in the classroom.

Co- and extracurricular activities are an indispensable component of the successful language program at Parkersburg.

According to Chairwoman Phillips, the staff considers out-of-class activities "an extension of the classroom." These teachers feel that the extensive out-of-class activities foster a positive attitude about language study that greatly facilitates the gradual development of proficiency in the respective languages. In helping to make the target languages the dominant feature of classroom instruction, these motivational activities thus have an indirect impact on the program's success.

One of the most successful of these is Foreign Language Week: "Get in the Spirit of Foreign Languages," the 1979-80 version of the Parkersburg program's annual Festival, featured extensive decorations stressing both the desirability and practicality of language study. Each Christmas the program sponsors a special tree-lighting ceremony for the entire school, singing carols in the languages, and in the spring the language students organize an immensely popular fair that includes a sidewalk cafe and craft booths featuring articles created by students and local artisans. All of these events give the students a sense of solidarity and of belonging, while at the same time providing extremely useful publicity for the program.

The French exchange program is an important motivational factor at Parkersburg.

Feeling as they do about the absolute necessity of developing solid proficiency in the language, the Parkersburg staff has for years supported a month-long exchange program sponsored by CIEE. Each year fifteen Parkersburg French students are chosen to spend the month of February in Toulouse where they are guests of French families and attend a nearby lycée. In April, fifteen French students arrive in Parkersburg to attend classes there for three weeks. This opportunity for foreign travel and study is a singularly important feature of the Parkersburg program: besides greatly increasing the students' proficiency in a relatively short span of time, the special trip abroad provides strong incentive for students to enroll and remain in the French program, since preference is given to advanced students. The staff's commitment to getting its students abroad extends to summer study and travel trips as well, when they accompany groups to Spain or Mexico and Italy; every other Easter vacation the French classes travel to Quebec. The Parkersburg language teachers are convinced that offering authentic experiences to use the respective target languages is the most effective extracurricular extension of the classroom and is thus one of the best incentives for language study.

The language program at Parkersburg High School owes its vitality to the staff's efforts to make courses of study both relevant and appealing. In concrete terms:

(1) accommodation, the credo of the program, includes special course options for travel-related and independent study;
(2) the target language is used almost exclusively;
(3) the program offers an array of co- and extracurricular activities that integrate language study with the totality of school life;
(4) the program provides authentic opportunities to use the respective target languages, the most notable of which is a month-long arrangement with a lycée.

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Phillips Academy
Andover, MA

The attitude toward language study at Andover is best summarized by a statement in the Andover course guide: the language requirement of at least three years "rests on the firm belief that direct acquaintance, through language, with the spirit and people of other lands is a psychological and intellectual resource of inestimable value for each individual, for every country, and for our common world." Further, "the foreign language is the language of the classroom. In conversation, in reading, and in writing, the goal is direct communication in the foreign language rather than through translation." At Andover there is no discrepancy between theory and practice: these precepts are the philosophical underpinnings of a venerable, highly regarded language program that offers six-year sequences in French, Spanish, and German; five levels of Russian and Latin; and four years of Greek. There are two tracks offered in most languages, with Advanced Placement courses in French, Spanish, German, and Latin. Andover is in the enviable position of offering all levels as independent courses; there are no combined classes.

Special accelerated courses are offered in all languages including Italian; these are usually elected in the senior year (not as part of the language requirement) and cover roughly two years of course work. The three-year language requirement ensures that all seniors will have taken one modern or classical language before their senior year.

Languages are an integral part of Andover's educational effort; classical languages have been offered since the school was founded in 1778, modern languages since 1872.

The Andover program is incontrovertibly successful: 88 percent of the entire student body are studying foreign languages (12 percent having stopped after satisfying or exceeding the three-year requirement); of the seniors, 50 percent are enrolled in language classes beyond the third year, or have begun a second language. The students do remarkably well in competitions and on national examinations; the average CBAT score is 623, and in the 1978 "Olympiada of Spoken Russian" three Andover students placed among the top eight for Region I (New England and New York State), while in 1980 all seven Andover entrants were medal winners. That language study is an indispensable part of Andover life is demonstrated by the fact that 20 percent of all courses taken by the entire student body are in classical and modern languages.

The staff at Andover is emphatic about using only the target language in the classroom.

The approach to teaching languages at Andover stubbornly defies classification: in general one can say that it is strongly rooted in audiolingual methodology with a marked emphasis on near-total immersion. According to the division chairman, Dr. Vincent Pascucci, "The most distinctive feature of our modern-language program is our unalterable commitment to using the target language as *the language* of the classroom. Our students do not learn about the language, they learn the language." In practical terms this means uncompromising rigor in the classroom, an intensity that is often intentionally mitigated by a multitude of out-of-class activities such as retreats, lectures, dramatic productions, etc.

The program has a strong sense of tradition as well, but it is far from ossified. Phillips Academy has for years been in the vanguard of innovation: in 1952-53 it initiated a FLES program in the Andover (MA) public schools, and in 1965 it founded the School Year Abroad as the only program enabling qualified students to receive high school credit for a year of study abroad.

Andover's unalloyed success has led not to complacency, but rather to innovative experimentation, a continual quest to improve the already high quality of teaching. For example, the French department, the largest in the program, has recently introduced the new Boorsch-Capretz *Méthode de français* into Levels I and II, with satisfactory results thus far. Furthermore, they have completely done away with a traditional third year course of study in favor of such "topically intensive trimester options" as Initiation to French Theater, Literature and Film, French History, Intensive Conversation and Phonetics, and Village français. The last of these, a particularly popular and stimulating examination of French town life, requires that the students pursue personal correspondence with officials and residents of a French town of their choice. The students' discoveries contribute the raw material for a seminar-practicum in French culture, all of which gives them a deeper and more sympathetic understanding of the French people and their institutions as reflected in the town. Such a spirit of innovation and creative experimentation is equally evident in the structure of fifth-year Russian: divided into three trimester courses, the class provides for an intensive study of pre-revolutionary literature; a view of the Soviet System as reflected in the Soviet press (each student subscribes to a major Soviet newspaper); and an introduction to Soviet protest literature. Imaginative yet eminently practical course work is the norm at Andover, the ultimate goal being to develop a high degree of linguistic proficiency while kindling the students' creativity.

The program as a whole is not static. Consideration has been given to include Greek as a regular part of the Latin sequence starting at some point in Latin II with possibly three half-periods per week; in this way students in third-year Latin would be able to read selections both from the *Aeneid* and the *Odyssey* in the respective languages by the spring trimester. In addition, there is some desire to experiment again with a class schedule used many years ago: forgo homework assignments once a week in all first-year language courses, scheduling instead a second classroom period later in the day. To aid in the realization of such innovative thinking, the recently acquired language lab is equipped with short-wave radio and videotape, as well as with facilities that will allow oral testing via cassette. There is a special program for seniors, who may obtain teaching experience by working as apprentices in beginning language classes.

Andover generously shares its success with others. For example, scholarship aid from foundations enables the program to offer short-term language institutes; each year students from other schools around the nation are invited to take part in an intensive six-week course of language study. Further, thanks to specially endowed funds, approximately six students from five European countries are invited to the school each year on full scholarship; the school has succeeded in enrolling three students from mainland China for 1980-81, and is actively exploring the possibility of bringing students from Russia. The school's generosity is also reflected in the number of Andover students—nearly one-third of the student body—who receive varying amounts of financial aid.

The on-site visit

All the language classes we visited were uniformly excellent. In fifth-year Russian a group of students astounded us with their prodigiousness in memorizing excerpts from the film script, "Ballad of a Soldier," which was to be produced in Russian for the entire school later in the spring. We were equally impressed by the solid proficiency of the accelerated Russian class, where the students had achieved an amazing command of the language in only a few months. Since neither of us speaks Russian, we were assigned an interpreter who helped us find our way through the clamorous hue and cry of students checking, correcting, and often hotly disputing—entirely in Russian—the day's translation sentences. Afterwards the class broke up into small groups for intensive drilling, and we got a chance to speak with several of them about their work in the course. All were enthusiastic about covering what amounted to two semesters of college-level Russian in one year, and most advised us that they would continue the language in college. It was clear that the students were becoming highly proficient through an intensive, near-immersion experience.

Accelerated Italian was as stimulating and provoking as its Russian counterpart. After an animated recapitulation and creative adaptation of a dialogue in the Speroni/Golino *Basic Italian,* students impressed us with their active group work and adroit use of the language. As they conversed with one another, the instructor circulated among them, encouraging and playfully admonishing as was appropriate. At the end of the period students and teacher alike regaled us with Italian songs, including an aria from *Don Giovanni.*

Such creative and active use of the target language was equally in evidence in a German III class. After reviewing some basic questions on Dürrenmatt's *Alte Dame,* the teacher had his students transform selected sentences in the text, an effective exercise in verb inflection which seemed to increase the students' sensitivity to the passage they were studying. The German text came alive as a point of departure for communication; it was clearly no longer being viewed merely as a literary artifact. In French V we listened to an AP Literature class discuss Act III of Mussuet's *Lorenzaccio*; this excellent discussion led to a more general consideration of the moral ambiguity of the hero, and more broadly, of modern man. The level of discussion was as sophisticated as one would expect in an advanced class in English literature, and we subsequently learned that during the preceding year, several of the students had taken part in the Andover study abroad program in Rennes.

Our observations of Spanish instruction at Andover were similarly rewarding. After listening to a thoughtful, lively thematic comparison of selected stories by Jorge Luis Borges in a Spanish IV class, we made our way to a second-year class where five students were competing in an oratorical contest judged by the whole group. After the contestants had finished speaking on such topics as machismo and los Chicanos, the "judges" chose first- and second-place winners on the basis of clarity, enunciation, and content of the presentations. The rigor with which the orators were evaluated reflected the prevailing standards of the program as a whole, and made the first-place award—a bonus point for the day's work—all the more meaningful.

The Latin program offers an especially revealing model of language study at Andover.

Much more could be written about the creative, exemplary instruction in all languages at Andover. The classical language courses, struck us as being particularly worthy of extensive discussion. These courses implicitly affirm that Latin (or Greek) does not have to remain a "dead" language. The staff views translation critically as the means to an end: the students' direct experience with an authentic text. In Latin V, for example, the instructor insisted that his students pay careful attention to the poetic dimension of Catullus' odes; the resultant modified "explication de texte" brought the language to life by leading the students to consider the sound as well as the sense of these great love poems. Further, in order to provide a total linguistic experience, the staff strives to sensitize the students to the cadence, meter, and flavor of the language through a marked emphasis on oral reading and occasional declaiming from memory. The goal of such activity is to give the students a well-rounded proficiency in the language. The thrust of the Classics program thus implicitly rejects literal translation by rote in favor of a more balanced and creative approach to learning the language.

We found several classroom techniques particularly worthy of note. For example, one teacher begins in the final minutes of a class the next day's assignment; he starts the assigned translation orally, allowing no writing. Such timing imparts a sense of continuity while putting the students on the right track, and also alleviates the problem of a misunderstood assignment. Further, the staff ensures their students' rapid progress through a variety of techniques for dealing with assigned work. The students may be asked to read aloud the translations they have written, with their "finger on the Latin," while the class at large offers corrections or emendations; on occasion students close their books, put away their papers, and translate as the teacher reads the Latin to them; or the teacher may collect all papers and read one student's translation aloud anonymously for the class to correct as a group while examining the Latin text. All these techniques have the important function of getting the students away from the translation they have written out for the day, and directly into the language, while at the same time fostering an enhanced appreciation of the original importance which oral delivery had in classical literature.

That 88 percent of all students are studying foreign languages in a given year is one indication of the impact of the Andover program. The success of the language department resides in the dynamic relationship between its strong sense of tradition—a commitment to the highest quality of instruction—and an openness to innovation, with the proviso that such innovation enables the staff to develop greater linguistic proficiency in their students.

Andover's signal asset is its staff, a highly talented group of people committed to the highest instructional standards, which include implementing the departmental philosophy of complete reliance on the target language in class. "Matching that pedagogical principle," the Chairman writes, "our greatest resource and catalyst is the faculty's solid professionalism, camaraderie, dedication, and dynamism." This is no exaggeration. All of the faculty come to Andover with excellent backgrounds—all have MAs and have studied abroad; many are former department heads of other institutions. They are all eminently qualified to teach their respective languages.

Inservice training and faculty development are indispensable components of the program.

To maintain the unusually high quality of instruction at Andover, the program places a strong emphasis on faculty development. The staff's need for constant professional growth is generously supported by the school's tuition grants, sabbatical leaves, and endowment funds. One of the French teachers, for example, earned his MA in France during a full-salary leave; a classics teacher received a Goethe Institute scholarship to Bavaria to improve his German and is now on call for staffing needs in that department. A member of the Russian faculty received a grant to spend the summer adapting a Russian short story for dramatic performance and publication, while a Spanish teacher was given a stipend to publish an edition of Spanish plays for secondary school readers and performers.

There are also significant inservice activities and extensive evaluation from within and outside the department. Andover has an ongoing association with two schools who have similar programs, and they host one another on a rotating basis to exchange ideas. Furthermore, the Andover teachers are strongly encouraged to visit each other's classes; a particularly instructive example involves a teacher who enrolled along with the students in Accelerated Russian: he reports that, "in addition to a lot of Russian," he has learned "some novel dialogue techniques" which he now uses in his own Accelerated Italian course.

The program's organization also contributes to its success. While preserving to a high degree the autonomy of the individual French, Spanish, German, Russian, and classical language departments, the program is overseen by a division chairman who is responsible for coordinating and unifyng the efforts of the individual departments. He also rallies the entire language division to minister to the needs of any one language department: concerned over enrollments in Greek, German, and Russian, the division sent out brochures to public junior high schools inviting students to come to Andover to study these languages; also, to newly admitted students went a letter calling attention to certain languages commonly overlooked at the high school level. The departmental fears of the more popular languages that such "favored treatment" might cause them enrollment repercussions proved groundless: *all* departments reaped increased enrollments, while German and Russian went up by 33 percent and 45 percent respectively.

The language program at Phillips Academy is one of unusual breadth and depth, characterized by exemplary, creative teaching that takes as its credo the resolve to use the target language as the vital means, in and outside the classroom, of communication and intellectual development. Further, the commitment to all aspects of faculty and program development ensures that the program will continue to thrive and to improve.

The salutary efforts of the language program at Andover involve several related focuses that in part account for its resounding success:

(1) the target language assumes absolute primacy in classroom instruction;
(2) the staff's thoroughgoing commitment to high instructional standards is effectively complemented by Andover's heavy emphasis on inservice training and faculty development;
(3) the instructional thrust of the program provides, often through direct contact with the target culture, authentic experience with the respective languages.

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Reno High School
Reno, NV

In the foothills of the Sierras, adjacent to Lake Tahoe and the glitter of the surrounding ski resorts, stands Reno, Nevada, famous for an economy that is based almost exclusively on blackjack, twenty-one, and one-armed bandits. With its sister city of Sparks, Reno comprises a community of 150,000 with a preponderance of white-collar and professional people whose average yearly income is about $25,000. Since casino employment tends to be seasonal, there is also a substantial but highly transient population staffing the hotels and gambling establishments.

There is nothing at all transient about Reno High School or the language program it houses. One of eight senior high schools in a district of 35,000, the high school accommodates 2,100 students in grades 9 through 12, 90 percent of whom will attend a college or university. The implicit academic orientation of the school is reflected in the design of the language program, which enrolls 35 percent of the students in five levels of French and Spanish, four of German, three of Russian, and a newly inaugurated first course in Latin. Teacher Carol Mueller describes the 101 year-old program as a fairly traditional effort that serves the particular needs of its clientele, children of ambitious, professional parents who insist that their offspring acquire proficiency in a language.

The program itself is a well-organized instructional effort that is extremely popular among the students: in both German and French, one out of four beginning language students will complete level four. Furthermore, students at Reno High School do exceptionally well on the AATF, AATG, and AATSP examinations. With recent national winners in each language area, such success is a clear indication of the degree of proficiency the program develops in its students.

At Reno accommodation is the norm.

The language staff of seven are dedicated to ensuring that their students derive maximum benefit from the college-preparatory courses. For example, there is provision for talented, motivated students to proceed at their own rates and complete more than one level per year. In 1979-80 one such student began the fall semester in French I and was allowed to transfer to French IV in the spring.

The length of the list of modifications for the sake of the students is indicative of the program's real sense of accountability. After students requested a classical language option, a Latin sequence was instituted the following year; when students expressed a serious desire for conversation classes, the staff saw to it that special provision was made to offer these courses. The language department also rents feature foreign films, a special favorite of the students. In a sense, success at Reno equals accommodation: Ms. Mueller asserts that they "are listening to students' expressions of their needs," and this policy has created an atmosphere of understanding and mutual trust that forms the basis for the success of an excellently designed and staffed language effort.

The target language assumes primacy in language classes at Reno.

One of the real strengths of the Reno program is its staff. The fact that seven teachers have travelled and studied abroad extensively ensures their command of the respective target languages. Using the respective target languages in talking with each other thus comes naturally to this extremely capable staff, and such an informal though tangible commitment to language is an affirmation of the departmental policy of using the target language as much as possible in the Reno language classes. In fact, students in Level II and above are expected to communicate only in the target languages.

Sensitive to the hurdles students face in trying to adjust to the exclusive use of the target language, the staff has devised a number of activities to make this all-important transition as smooth and painless as possible. In the classroom, teachers have found that puppet shows provide an excellent means of getting the students into the language in a relatively non-threatening way, since students can hide behind their "alter-egos." Inasmuch as the staff is adamant about the need for students to have contact with native speakers, exchange programs in Germany, France, and Spain form an essential component of the program, as does summer travel to these countries.

To encourage extensive use of the target languages in the classroom, the program occasionally brings in Amity Aides, teacher interns from French and Spanish-speaking countries who help students over their initial inhibitions, and the school's several exchange students regularly participate in a buddy system that gives Reno students the opportunity to pair off with native speakers for intensive one-to-one conversations. Also, speakers from the large Chicano and French-speaking Basque communities in Reno occasionally visit classes to discuss the process of becoming bilingual. All of these activities are important factors in the development of proficiency in a second language.

Another facet of the program's success is its relationship with the community.

Strong cultural organizations such as the Alliance Française, the Steuben Society, and the Sociedad Honorífica provide important means of making language study a meaningful experience. Yet the most significant community relationship vis-à-vis the program's success is its connection with the language department at the University of Nevada's Reno campus. The graduation requirements of the state university system include four years of language study, a fact that the program has used to great advantage. Each year a representative from the university language department visits language classes at the high school to impress upon the students the advantages of sequence completion, and explains what high school language study can save in exact dollars and cents. It is a measure of the quality of instruction at Reno High School that completion of any of its language sequences exempts a student from the state university requirement. Such adroit public relations have had a marked effect on the completion rate in all classes, especially in French and German.

The school-university relationship is not limited to guest lectures that stress how cost-effective high school language study can be. The university department actively supports the high school language program by recognizing and rewarding the top seniors in French, German, and Spanish. Each spring university teachers award these three seniors special scholarships—actually fee-waivers—at a ceremony that honors Reno students who place on the respective AAT-examinations. The Reno staff is justifiably proud of their relationship with the local university: besides giving students a pragmatic reason for learning a language, it tangibly rewards those who do excel. At this college-preparatory school where 90 percent of the students are college-bound, everyone who elects a language study is a winner, in personal as well as financial terms.

The Reno program is not about to rest on its laurels. Despite their remarkable success, they have embarked on a new, intensified public relations campaign, presenting skits to middle school students just before registration. In a further attempt to maintain enrollments, they also plan to advise all parents by mail of the benefits of language study.

The public relations campaign is validated by the substance of a program whose sheer vitality is directly related to accommodating an academically-oriented student clientele. Specifically, its successful features include the following:

(1) through a variety of activities, the staff has made the target language the language of the classroom;
(2) the prevailing instructional focus of the department is keyed to the accommodation of student needs;
(3) to stress the practicality of studying a language, the program utilizes the community and the university.

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Riverhead Central Schools
Riverhead, NY

If one were to consider only the raw demographics of Riverhead, New York, one would not expect to find an exemplary language program there, much less a thriving Latin sequence. Located on the eastern end of Long Island, the predominantly blue-collar district numbers about 15,000; its 4,200 students are accommodated in four elementary schools, one middle school, one junior high school and one senior high. Communities in the district are primarily rural—Riverhead itself is a small town. However, the unusually high per-pupil expenditure of nearly $3,000 indicates a commitment to education that is commendable.

This strong support of education is reflected in an excellent language program that enrolls 34 percent of the student body, 42 percent of whom will attend college. The junior and senior high schools together offer five-year sequences in French, German, Spanish, and Latin, with a special year-long exploratory course for eighth graders who do not elect language study in grade seven. What is singularly impressive about the program is the fact that Latin enrollments are second only to those in Spanish. Furthermore, the Riverhead Latin students do extremely well in state competitions and always make a good showing on Regents Examinations. Nearly all advanced students (Level III and above) take the Latin Regents; the average Riverhead score in 1978 and 1979 was 84. Such success in a Latin program located in a rural, blue-collar community piqued our curiosity, so we decided to see for ourselves.

The on-site visit revealed an instructional approach that is engaging and humane.

We found the quality of teaching to be generally of a very high quality in both the junior and senior high schools. The approach to teaching Latin is for the most part rather traditional, although in the junior high program (Level I is covered in grades 7 and 8) there is a strong emphasis on games and other motivational activities. Both teachers make a concerted effort to demystify the language, thereby giving the students a real sense of security. The senior high teacher even has an "OK List" which requires only that a student give the right answer to be included. In general, the staff stresses the active use of the language in class, though not in any way related to the Nature method of audiolingual language acquisition in Latin.

Latin 7 class turned out to be particularly interesting, as the teacher made rather effective use of the *Cambridge Latin Course* to bring the students very close to the spirit of the Latin. Her choice of a unit on the *cena* was an especially good one, since the whole notion of food made the grammar and requisite translations both apropos and interesting. The youngsters especially enjoyed a tic-tac-toe game in which the class divided into two groups, the *Bestiae* and the *Magnifici*. With a timekeeper standing by to make sure no one took longer than 10 seconds to give an answer, the teacher presented flash cards with first-and second-conjugation verbs and then their principal parts; she often slipped in English cognates or derivatives. The students visibly relished the competition, clear evidence that the teacher had hit upon an effective way of teaching vocabulary items. (In more advanced classes the staff reverses the process by having students give Latin equivalents of English definitions.) A Bingo game (*Habeo*) designed to drill mythological items is also extremely popular among the students, and is thus a particularly valuable instructional tool to enliven what could be perceived as dull or recondite.

At Riverhead the approach to learning Latin is varied.

As stated above, the content of the classes in grades 9-12 is rather traditional, although the pace is often varied to great advantage: grammatical explanations and exercises are frequently supplanted by dramatized treatments of interesting cultural items. For example, after listening to an analysis in Latin III of Cicero's First Oration punctuated by several cultural digressions, we sat in on a good discussion in Latin IV-V of the sixth book of the *Aeneid*. In this seminar class the intensity of the Vergil was nicely complemented by a dramatic recitation of the Echo and Narcissus episode from Ovid's *Metamorphoses*, a presentation that had won a medal the year before at the Junior Classical League Convention.

At Riverhead, extracurricular activities are a major motivational factor in keeping the program afloat.

Language coordinator and senior high Latin teacher Richard Gascoyne candidly admits that Latin's major selling point is its single-minded pursuit of extracurricular activities. According to Gascoyne, success means diversion: the intensity of the fairly traditional and at times rigorous classroom program is intentionally relieved by a wide array of out-of-class activities. Focal points of such events are the junior- and senior-high Latin clubs, each with over seventy members representing 93 percent of the entire Latin enrollment. These clubs are among the most active and most visible on campus, and thus are an important factor in ensuring the continued vitality of the program as a whole.

Gascoyne has learned that students are social creatures. They need a sense of belonging, hence the immense popularity of the respective Latin clubs. Further, their keen sense of competition can work decidedly in the program's favor. Gascoyne plays to the competitive nature of his students in a number of ways, most notably through the clubs' regular participation in Junior Classical League contests. The students are also regular participants in College Classics Week, an extravaganza that takes place every other summer on the campus of Syracuse University. Gascoyne and his wife, who is, incidentally, the junior high Latin teacher, have also taken groups to Italy on their own initiative.

While unabashedly designed to be fun and thus to attract students, these activities are always related to Latin. For example, the 1979-80 junior high club banquet played to the twin interests of food and astrology in its theme, "Festival of the Zodiac;" the event included a menu in Latin, as well as horoscope readings, contests, a JCL film, and lots of good food. By design, such activities give students a sense of solidarity and belonging, thus providing other than intellectual incentives for taking Latin.

A flexible curriculum at Riverhead enables the program to attract and retain a significant number of students.

The Latin program is designed to cover four levels of course work in five years. Finer points of grammar and the more obscure subjunctive constructions are not discussed until Level III, nor does the teacher introduce authentic, unedited texts until the conclusion of this course. Gascoyne instead uses his own series of packets containing edited historical and mythological texts gleaned from various anthologies. For example, rather than tackling Caesar in Latin II, students read a series of edited texts entitled "Rome: Kingdom and Early Republic," which contain brief recapitulations of history and myths such as "The Trojan Aeneas" and "Horatius Cocles and the Sublician Bridge." This decided preference for edited reading materials ensures that the students will have a positive, successful experience with the language as they acquire the basics of Latin grammar and vocabulary, and a good background in Latin mythology and history.

The highly personalized, humane approach to teaching Latin at Riverhead is an important dimension of the instructional effort.

We could not conclude without mentioning the role that the two instructors play in making the program in Latin a successful one. Dynamic teachers who make Latin language and culture come alive, both strive to engage their students in a genuinely personal way. Such an effort is not lost on the students: asked why she was continuing with the language, an advanced Latinist replied, "Roman history and mythology are better than soap operas, at least the way Mr. Gascoyne teaches them." It would be misleading to play down the importance of the teachers' deep personal involvement and enthusiasm, inasmuch as they play an indispensable role in the success of the program.

The success of the Riverhead program should be living proof that Latin can flourish if the staff is willing to make instruction meaningful, immediate, and personal. Concretely, the Riverhead Latin program owes its striking success to the following:

(1) the curriculum has been adjusted—but not diluted—to serve the needs of a large segment of the school population;
(2) the students are offered an array of extracurricular activities that serve as incentives for studying the language;
(3) the teachers provide a highly personalized but substantive classroom experience that appeals to a wide spectrum of students.

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Scarsdale High School
Scarsdale, NY

The community of Scarsdale is not only renowned for the famous "Scarsdale Diet"—its schools are among the best in the nation. One indication of this is the high school's 29 National Merit Scholarship semifinalists in 1978, thus attaining the distinction, according to the *Wilson Quarterly*, of being among the ten American high schools with the most semifinalists in 1978. Scarsdale High School is located in suburban New York, in a relatively small (pop. 20,000), affluent, predominantly white-collar district comprised of five elementary schools, one junior high school, and one senior high.

The evident emphasis on quality education at Scarsdale High School is reflected most decisively in its language program, a venerable, established department that through the years has maintained an impressive record of exemplary language instruction. It was, for example, one of the first schools to initiate Advanced Placement courses, and Scarsdale students consistenly do well on them: more than 50 percent of those taking AP exams in Spanish literature and French language and literature received either 4 or 5. In state and national competitions Scarsdale students perform correspondingly well: since 1957, there have been three national AATF Concours winners.

The senior high program consists of four- and six-year sequences in French and Spanish, and four-year sequences in Latin and Russian. What is immediately striking about the program is its high, stable enrollment and the impresively low rates of attrition: around 95 percent of all seventh graders are enrolled in a language course, and 82 percent of high school students (grades 9-12) take a language. The program in the high school offers a wide range of options, including three different tracks of French and Spanish, and an intensive year-long reading course in Russian in which math and science students with no previous knowledge of the language acquire a basic reading competence. In general, the sequential track system provides for individual learning differences; students are allowed to move from one track to the other with the permission of the staff. There are also accelerated courses in French and Spanish for students wishing to learn a second language; Greek is offered as an independent study.

The department's laboratory/language center is filled with an impressive array of 130,000 slides, and related tapes on all aspects of language and culture; there are also 287 carousels and cassette recorders. The center is staffed by tutors in French and Spanish. In addition to the lab, there is an adjacent reference library furnished with tables for study and research by students and teachers alike.

The staff at Scarsdale High School is eminently qualified to make the target language the language of the classroom.

Most classes meet four days a week, and we observed that the target language in these classes is used almost exclusively, even in the lower-level courses. While good teaching is the sine qua non of any exemplary program, the teaching staff at Scarsdale nonetheless is exceptional: the program is staffed by teachers of unusually high quality and ability who bring to their teaching strong backgrounds in their respective languages, as well as a singular competence in teaching and a real dedication to their students. Certainly the most visible component of success at Scarsdale is this exemplary teaching staff. Its pedagogical emphasis involves a fusion of language and culture, and the staff is currently engaged in a curriculum revision project that has as its goal the formal integration of area studies into the language curriculum.

The on-site visit

The teaching approach at Scarsdale is predicated upon a fairly traditional, modified audiolingual method, with an equal emphasis on the cultivation of the four skills. While the staff is quick to avow openness to innovation they feel at the same time that one of the reasons for the success of their program lies in their healthy skepticism about adopting new approaches simply for the sake of change. Active, creative use of the target language is the norm. For example, in a third-year French class, amid what at first appeared to be utter chaos, two students were in fact conducting an elaborate version of charades, and we were very impressed with how well the students availed themselves of the target language. The game was followed by excellent subjunctive drills, demonstrating the extent of the students' linguistic proficiency. Despite the rather traditional approach—or perhaps in this case because of it—the students were able to work at their own pace and level because the teacher clearly was allowing for different learning styles. For example, the teacher framed questions on subjunctive usage differently for several students, something that appeared to work rather well.

In a more advanced French class the students were discussing an article from *L'Express* about drug problems in France, acquiring in the process an impressive number of idioms and specialized vocabulary items. More important, these students were actively engaged in speaking and thinking in the target language about a difficult text they were seeing for the first time. In addition to having the students compare French and American views of this problem, the instructor explained the new vocabulary by referring to various related examples in the community. She further elaborated by personalizing the exchange. The final result was an impressive discussion of a very pertinent topic.

Such creative use of the target language was equally in evidence in a Russian II class we visited. What appeared to be a relatively cut and dried group translation of an intermediate text turned out in fact to be a lesson in demonstrating the contextual variance of lexical meaning; the teacher was taking the students through the text with rigor and sensitivity to detail. At the end of the hour the students, with a little prompting from their teacher, presented us with an impromptu explanation of the Russian verb system, focusing on the distinction between perfective, imperfective, multi- and unidirectional verbs. Such linguistic proficiency and awareness, hallmarks of the Scarsdale students, were strikingly evident during a discussion of word-stress in another of the French classes, when a Kenyan student was called upon to compare syllable stress in Swahili with that in French.

It would be unrealistic to ignore the role that the community itself plays in the success of the Scarsdale program; the town's strong commitment to education significantly affects the quality of the program. As the Chairwoman, Dr. Althea Mantz puts it, "The community of Scarsdale considers their schools as their only industry, and foreign languages as an integral part of the curriculum." Certainly the community as a whole accounts for, at least in part, the initially high enrollments in the middle school (there is no FLES program). Nor should one ignore the superb support given to the program by the administration, which recently allocated funds for completely refurbishing the language center, not to mention providing release time for the curriculum study project.

At Scarsdale, accommodation on every level is the key to success.

While important, these extrinsic factors really do not get to the heart of the Scarsdale program's success. Inasmuch as the high enrollments are maintained, at least through grade eleven, the central achievement at the school is flexibility and breadth, and the key to success is ultimately accommodation of student needs and interests; success in this important area accounts for the very low attrition at Scarsdale. Through its three-track system in French and Spanish the language program is able to attract and retain students of all abilities and aspirations. Tracks two and three (duration: four years each) enable students to continue language study begun in the middle school at the comprehensive and honors level respectively, while Track one (four years) enables students whose middle school achievement would not merit their continuing in either Track 2 or 3 nevertheless to remain in language courses by returning to level I in grade nine; this track also provides an opportunity to begin language study for those who, for whatever reason, were not able to start in grade 7.

The language curriculum only slightly differs from track to track at the same level. All three tracks provide an intensive introduction to grammar, as well as substantial immersion in the target culture and language. The differences were those of degree—honors sections concentrate on cultivating writing skills to a greater extent than do the others, and of course in these classes there is more time for the "extras," since mastery of basic grammatical structures is to a large extent presupposed.

Tutoring is available in the language center.

Another component of success, itself a function of the prevailing student-oriented approach at Scarsdale, is the use of tutors in the language center. Students who are having difficulty with Spanish or French, or those who simply want to take advantage of the opportunity to converse in the target languages, are invited to make use of the tutors who are native speakers of the respective languages. Along with the tracking system, this provision for helping students virtually eliminates attrition, ensuring the prompt and effective resolution of any problems a student might have. In the case of Scarsdale the twin problems of students dropping a language sequence because of falling behind or losing interest are virtually eliminated. While other factors most certainly come into play in making the program a successful one, this resolve to accommodate all students is in all likelihood the most critically important in determining the continued success of the students and of the program as a whole.

The language program at Scarsdale works because the staff challenges thoroughly, but not unduly, a large segment of the student body. The unusually high quality of instruction in the language program ensures the students' eventual proficiency, as the students are presented with sufficient options for achieving this proficiency. In concrete terms, success at Scarsdale means:

(1) the teachers use the target language almost exclusively in classroom instruction;
(2) the program accommodates students of diverse interests and abilities through a well designed tracking system. Other programs with enrollments too low to justify implementation of such a system could alternatively revise traditional level III and IV offerings to include not only culture and literature, but also units on film, conversation, business, etc.

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Seymour Community High School
Seymour, WI

Seymour, Wisconsin is a small, rural community situated amid vast, rolling farmlands that are occasionally interrupted by a dairy farm or a cheese factory. In the winter, when the weather is especially harsh, the town is often dotted with snowmobiles. Located about fifteen miles west of Green Bay, the community is made up mostly of farmers and blue-collar workers whose average yearly income is about $15,000. In a district of about 10,000, four elementary schools and one junior-senior high complex accommodate 3,000 students, of whom 18 percent will attend college. Before French teacher Lowell Hoeft came to Seymour High School ten years ago, the language effort there was at best marginal.

It is a truism that teachers are the salvation or the ruin of a language program, and in a small program such as Seymour's, it is especially true. Success is largely a function of the creativity, dynamism, and tenacity of the staff, in this case, the staff of one. Despite its size, the Seymour French program sequence is incontrovertibly successful: its enrollments have doubled in the past four years, while attrition has been substantially reduced. Nearly half of all beginning students complete Level III, and Level I enrollments in 1979-80 increased by one-third of what they were the previous year. Further, Seymour students do extremely well on the AATF *Concours:* since 1976 there have been three to seven state winners each year, and in 1979, one was a regional winner. Outside evaluators are continually struck by how well—and how extensively—the students use the target language in class. Seymour students living abroad with French families always distinguish themselves by their adept use of French; just this year the director of the homestay program singled them out as exceptional in their linguistic ability. In terms of enrollments, completion rate, and achieved proficency, the Seymour program is clearly successful. Just what is Mr. Hoeft's secret?

A shrewd public relations campaign at Seymour turned the tide of rapidly shrinking enrollments.

In 1975-76, French enrollments dropped from 13 percent to 10 percent, and Hoeft knew his job was in danger. Inasmuch as the students enrolled in French seemed happy with the content of their classes, Hoeft concluded that the problem was in part one of communication: students and their parents were either uninformed or misinformed about the French program. Since language study begins in grade nine, Hoeft decided on an all-out campaign to enroll the eighth-graders.

Eighth-graders take French for a day—and the language program begins to pull out of its tailspin.

Before spring registration in 1976, Hoeft and his students decided to have a French Day for all eighth-grade students, in order to give them a taste of what language study is like. With the cooperation of the eighth-grade English teachers, Hoeft invited all eighth-grade students to visit a French class during their English class.

After being seated with a French student, each eighth-grader was given a name-tag shaped in the form of something typically French, such as a wine bottle or loaf of bread, with the inscription "Je m'appelle________": the student's partner taught him or her to pronounce the expression. Then came a lively presentation in French of skits, radio commercials, and show and tell, all designed to convey to the visitors that French is not only fun, but also accessible; they were all able to understand quite a bit of what was going on simply by inference.

Next came an abbreviated class session using the text and overhead projector, giving the already curious eighth-graders a look at what a language class is like. This was followed by a slide presentation detailing the program's yearly activities—skits, games, the French Club, trips to France, etc. Then came a discussion of the rationale for studying a language, and the dazzled eighth-graders left with a piece of French pastry in their mitts and a positive enough image of French that enrollments have doubled in four years. In 1979-80 nearly one third of all ninth-graders were enrolled in French 1.

At Seymour High School French is taught in a practical, concrete way.

Not only are the enrollments growing, the rate of sequence completion has increased proportionately each year. This is in part due to Hoeft's concrete method of teaching French. He has learned that authentic realia are essential for instruction to carry authority, and his classroom is filled with scores of French artifacts, including French currency, beverage bottles, and menus: there is even a miniature guillotine. In general, his methods rely heavily on visual and situational approaches that stress the practicality of the language.

For example, Hoeft uses old high school yearbooks to introduce the imperfect tense; in learning prepositions, students examine and describe the positions of people in the lobby of a movie theatre. Hoeft feels that students are much more willing to absorb new grammatical structures if they have the opportunity not only to visualize them, but also to use them actively in situations.

This inevitably means breaking the class up into small groups or pairs for a close study of reflexive verbs: students brush their own teeth and then each other's; they take a walk and then with imaginary leashes, walk their partners, all of which is described and drilled in the target language. In more advanced classes Hoeft uses what he calls "busy pictures," scenes which depict the hubbub of, say, a railroad station, and students must describe very precisely—and ultimately write about—the given scene. In all cases the emphasis is on absorption by doing, and the advantage of such an approach is the rapid internalization of vocabulary and grammatical structures.

Another important aspect of Hoeft's approach is the extemporaneous use of French, which he encourages by arranging brief, unannounced skits on the spur of the moment. He insists that even beginning students distance themselves from the security of pattern sentences in the text: frequently they are simply called upon to "wing it." For example, a discussion of French food might be followed without warning by an imagined restaurant scene—with authentic French menus—during which the students have to function, within the constraints of what they have learned, entirely in the target language.

Travel abroad is critically important to the Seymour French program.

Directly related to Hoeft's visual, situational approach is his commitment to having his students experience language and culture directly through trips to Quebec and France. The instigation in 1975 of regular travel to both Canada and France clearly had a postive effect on enrollments, in that one had to—and still must—be enrolled in second-year French or above to be eligible. Hoeft was initially able to get the travel program off the ground by personally visiting the families of interested students; in this way he was able to convince them of the benefits of such a trip. As luck would have it, the principal's son was one of nine students who went to France on the first excursion in 1976, and strong administrative support for the program grew out of this father's gratitude for the benefits such travel afforded his son. The travel group has since grown to twenty-eight and general support from the administration has been formalized in a newly-adopted school policy which every other year allows Mr. Hoeft to chaperone a two-week family stay in France (sponsored by ISE), as well as biennial nine-day excursions during Easter vacation. Each summer since 1977 four students from France have spent a month with families of Seymour French students.

Ultimately the success of the Seymour program comes down to the dedication, creativity, and professional growth of its single teacher.

Faced with rapidly declining enrollments in 1975, Lowell Hoeft realized that if the program were to survive, he would have to expand his efforts as a language teacher. He sought out contact with colleagues at language conventions, became active in professional organizations; and was himself a speaker at the 1977 Central States Conference; he attended workshops and spent countless hours creating new materials that would better serve the needs of his students. He learned how to gain access to the media, as well as how to cultivate parental support through personal visits and frequent communications. He made a point of studying in France each summer to keep his command of the language polished and his knowledge of the culture up to date. In short, Mr. Hoeft became a professional, and he is quick to acknowledge that what he calls his own "personal improvement" enabled him to acquire both the skills and the insights necessary to create a successful language program.

The successful French program at Seymour High School offers compelling proof that language studies can thrive wherever teachers are prepared to provde and publicize language instruction that is imaginative, exciting, and concrete. At Seymour, this has meant the following:

(1) language instruction is firmly grounded in both the concrete and the practical;
(2) students are strongly encouraged to use French creatively and extemporaneously;

(3) a strong travel component ensures that students have opportunities for direct contact with French language and culture;
(4) the teacher makes a salutary effort to further his own professional growth.

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Sheridan High School
Sheridan, WY

The language program at Sheridan High School has almost doubled its offerings in the last twelve years. Such vitality was not always the case. When Chairwoman Maxine Torbert arrived nearly a decade ago, the department offered only four years of German and two years of Spanish, and enrollments were minimal. Today there are complete sequences in French, German, and Spanish, and enrollments have stabilized at 27 percent, more than twice the state average. Furthermore, students are avid and successful competitors who always win or place in events in festivals held at Northwest Community College and Casper College.

A measure of this success is due in part to the efforts of a dynamic, well-trained staff of three who are recognized as leaders in the profession. Active members of the North Central Evaluation Committee, two of these teachers have been selected as local Teacher of the Year, and one was Wyoming Teacher of the Year in 1973-74. The instructors are hardly stereotypical: one was selected Wyoming Wrestling Coach of the Year, while another is an avid hunter who regularly bags her quota of antelope, deer, and elk during the hunting season.

Sheridan, Wyoming is a small town of less than 15,000 located about 200 miles northwest of Cheyenne near the Wyoming-Montana border and across the Big Horn Mountains some 200 miles east of Yellowstone National Park. With an average yearly income of about $25,000, Sheridan families are comprised of roughly equal numbers of white- and blue-collar workers, whose 3,448 children are accommodated in eight elementary schools, one junior high school, and one senior high. Sheridan High School has an enrollment of about 1,000 students, 42 percent of whom plan to attend a college or university.

Individualized instruction offers Sheridan students both flexibility and responsibility.

While a number of features account for the rapid growth of the language program at Sheridan High School, the high degree of student satisfaction with the courses of study is a decisive factor. Since 1975, some aspects of the language curriculum at Sheridan have been individualized, infusing the program with a degree of flexibility and responsiveness. In a typical French class, Maxine Torbert writes,

> *you might find one student sitting alone in a listening carrel. Another student is helping a classmate correct a test. Several students are reading together and others may be reading alone. Three or four may be listening to the same record and working together. The teacher performs multiple roles as instructor, advisor, and resource person.*

In 1972-73, Mrs. Torbert received a Title III, ESEA Teacher Incentive Grant to develop "Ability-Motivated Foreign Language Instruction" for second-year French. Her initial effort was so successful that the following year the district supported her plans to individualize French III and IV. German and Spanish soon adopted the concept at some levels. Through the years these methods and procedures have been modified and adapted to conform to prevailing exigencies of instruction, as Sheridan language teachers have developed their programs to fit the individual styles of teaching. Thus the Sheridan language classes today are eclectic while still incorporating many of the principles of "Ability-Motivated Foreign Language Instruction."

The success of this change to individualized instruction is largely the result of a heavy emphasis on accountability and responsibility. At the beginning of each year the staff establishes minimum requirements that the students must satisfy in order to pass the course. Although students are allowed to work together in practically any combination, they must achieve 80 percent mastery of the material before continuing on to the next task. They are almost uniformly enthusiastic about such an approach, which, as one commented, "gives you responsibility because you know when you're supposed to work and what you have to do to get a certain grade."

At Sheridan, the prevailing instructional philosophy stresses the end result of language study. The staff is more concerned that the students acquire necessary skills in their own way and at their own rate than about how they learn. Such sensitivity to rates and styles of learning imparts a real flexibility to language study, and at the same time encourages a sense of responsibility. Not only are students better satisfied and thus more inclined to continue in a chosen sequence: overall proficiency is on the upswing as a result of the implementation of the program, while the rate of failure has declined to a mere five percent.

At Sheridan, the staff strives to make language study attractive, stimulating, and part of school life.

Individualized instruction is not the only reason the language program is so successful. Of equal importance is the image the Sheridan program projects. When you walk into the language corridor in the high school, you're left in doubt as to where you are: the entire area is a showcase of the cultures of France, Germany, Spain, and Spanish-American countries. Engagingly bright colors and interesting drawings plus a wide array of cultural realia create an atmosphere of excitement and responsiveness.

The intensive activity and hard work of the department keep a significant number of the students involved and motivated. Language clubs spend countless hours outside of class preparing for and engaging in a wide spectrum of activities which include special banquets, Christmas programs with carolling in the respective languages, and the Homecoming Parade, whose float competition the language program won for three years in a row before disqualifying itself to allow the other clubs a chance. Languages are part of school life, and such intimate involvement is not to be discounted in explaining the success of a language program: the Sheridan department can in fact ascribe a certain amount of its strength and vitality to its ability to reach out beyond the language classroom and into the day-to-day activities of the whole school.

The program provides opportunities outside the classroom for students to use the target languages.

The Sheridan program is also known for its leadership in—and support of—the Foreign Language Incentive Program (FLIP), a three-day total immersion experience initiated by nearby Casper College. This effort involves replicating, down the the minutest detail, the ambience and culture of France, Germany, and Spain, as students and staff alike are immersed for three days in the target language and culture. The benefits of authentic experiences with the respective languages are legion, and Sheridan students always comprise a significant percentage of those who turn out to participate.

The Sheridan program is also committed to student participation in summer exchange and study abroad program. In fact, the department coordinates a scholarship program which has over the past ten years made it possible for 27 students to live in the respective target countries for six weeks. Besides providing the students with invaluable experience with both the language and culture of the chosen countries, this arrangement fosters excellent public relations.

Community support plays an important role in the Sheridan language program's continued success.

The scholarship program is administered in such a way that the community is involved in the establishment of guidelines and the selection of the finalists. To compete for the scholarships, students must complete a rather detailed application, after which the winners are chosen on the basis of interviews conducted by members of the community whom the staff has invited to participate in the selection process. Parents who sit on these selection committees get a chance to observe the program firsthand, and usually end up becoming staunch advocates.

Support from the community manifests itself most tangibly in its salutary assistance in funding the scholarship program. Townspeople, merchants, and organizations make generous donations, and this past fall bought $1,235 worth of raffle tickets at 50¢ each. The program also raises money through their annual "Dinner with an International Flavor," held at a local restaurant and organized by the students, who do everything but cook: they make decorations, sell tickets, and even wait on the tables. For the past few years it has been a tradition that a local doctor/accordianist join the group and accompany their German folk songs. The program's rapport with the community, one of its real strengths, has led to a fruitful and mutually profitable relationship that is the final component of the highly successful language effort at Sheridan High School.

The Sheridan program owes its success to a variety of factors that, in sum, offer students a flexible and meaningful approach to learning languages that transcends the walls of the classroom. Successful features include the following:

(1) individualized instruction has brought to the language experience essential accommodation of students with disparate learning styles and abilities;

(2) a dynamic, well-qualified staff has devised a number of measures for making langauge study attractive and meaningful;
(3) students are offered opportunities outside the classroom to use the respective target languages in authentic situations;
(4) the program enjoys strong support from the community.

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South Eugene High School
Eugene, OR

Not only does Eugene, Oregon, have the rainiest per capita incidence of joggers—people often jog there in the rain—it has one of the very best language programs in the state. South Eugene High School has a reputation for high educational standards, and the language effort there is fully consistent with this renown, offering complete sequences of French, Spanish, and German to nearly half of the high school's 1,200 students.

South Eugene High School is one of four such facilities in a large urban district of 104,000. Its 20,000 students come from predominantly white-collar families whose average yearly income is about $15,000. Eugene is a college town—it is the home of the University of Oregon—and this is reflected in the character of the South Eugene students, many of whom are the offspring of ambitious professional people. Eighty percent of these academically-oriented, highly motivated students plan to attend a college or university.

Since its inception twenty-five years ago, the language program at South Eugene High School has been recognized for its excellent language instruction. The staff's goal is at once straightforward and challenging: to develop as high a degree of linguistic proficiency among the students as is possible.

Their success in this endeavor can in part be measured by their 44 percent enrollment, almost three times the state average. Further, attrition is minimal: on the average, one language student in four completes the sequence in French, German, or Spanish. Although the program makes no formal provision for Advanced Placement courses, students regularly take such examinations in French, German, and Spanish, and 90 percent receive some form of college credit. Eugene students do correspondingly well on the AATG, AATF, and AATSP exams: there are always state winners in each of the three languages and recently one of the students was an AATG national winner.

The South Eugene language program no doubt benefits to some extent from strong community support for languages. Many of the parents value language study and insist that their children acquire knowledge of a second language. One of the strongest advocates of the program is the principal, who is intimately involved in furthering language study. Convinced that the study of a second language enhances development of verbal skills, he regularly expresses his support of the South Eugene language effort through budgetary and scheduling assistance.

The tenor of the school in general is academic, and the language offerings are consistent with such an orientation. The language program is, for the most part, fairly traditional: the teachers are strongly committed to providing the students with a solid background in grammar and syntax. At the same time they are eager to cultivate in their students a genuinely active facility with the respective languages, and for this reason the target language is used almost exclusively in class.

Frequent verb quizzes are an integral part of the language program at South Eugene.

In keeping with their grammar-based approach, the staff has devised a program of short verb tests which are given four times per week. Each trimester students are given lists of verbs that they are to learn, and these verbs are tested and retested throughout the trimester. Such quizzes are quite short, lasting only five to eight minutes, but they provide a solid background for the gradual and sequential development of language skills. As one Eugene teacher notes, quizzes such as these also offer an excellent way to begin a class, in addition to providing incentive and developing discipline.

To encourage the students in this endeavor, the staff has devised student progress charts that are posted on the blackboard. Students' names are listed in the far left margin of a sheet of graph paper, with the verbs along the top. They receive different colored marks depending on whether or not they have mastered the verb in question. Inasmuch as the students enjoy a sense of both achievement and competition, the charts have turned out to be a most useful motivational feature of the verb-quiz component.

Special motivational activities have helped make the target language the language of the classroom.

The staff at South Eugene is well aware of the pitfalls of cultivating a purely passive knowledge of grammatical structures without regard for the intricacies and problems peculiar to the spoken language. For this reason they insist on placing strong emphasis on the spoken language in class. Except for grammatical explanations in the beginning courses, the target language is used almost exclusively in the classroom, thus providing constant occasion for the practical and immediate application of the verb drills discussed above.

To encourage the students to free themselves from the tyranny of thinking in English, the staff engages in a number of pursuits that promote the active use of the respective target languages. Baseball, tic-tac-toe, and situational strategies are frequently employed to help the students become conversant in the target language.

The most popular and effective of these exploits the students' thespian talents. Every six weeks, students in Level II and above must write and produce in the target language a short playlet to be performed for other classmates. Chairman Bert Villanueva reports that this provision for the active and creative use of the target language has been a major factor in the rapid development of the students' proficiency in the respective target languages.

The language program at South Eugene High School accommodates nearly half the student body through a program that rapidly develops linguistic proficiency through emphases in the following areas:

(1) the staff stresses the development of a strong background in grammar which is complemented by a strong oral/aural focus;
(2) the respective target languages are used almost exclusively;
(3) the staff uses special motivational techniques, including composition and production of minidramas, to encourage the active use of the target language.

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Tracy High School
Tracy, MN

Tracy, Minnesota is a small town of about 3,000 located about 150 miles south of Minneapolis/St. Paul. Its population is comprised of roughly equal numbers of white- and blue-collar workers and farmers, whose average yearly income is around $19,000. The town's two elementary schools and junior-senior high school accommodate 1,053 students, 448 in grades 9 through 12. Thirty-six percent of these students plan to attend a college or university.

It is precisely because the French program in Tracy addresses the needs of students who are not college-bound that the program continues to grow and prosper. By all measures, the program's success is compelling: it enrolls more than 30 percent of the students in grades 9 through 12, with virtually no attrition whatsoever: 84 percent of the students who begin in Level I go on to complete Level IV. Although standardized test data are not available, and the students do not compete in contests, reports of their near total use of the language during a special spring tour to France are a clear indication that they acquire solid proficiency in the French program at Tracy High School.

The French program at Tracy gives students a practical exposure to French language and culture.

Interest in language at Tracy really began to grow ten years ago when, upon the advice of the State Department of Education evaluating team, the administration decided to extend their two-year French program to include four levels. As a result, the French program—currently the only language that is offered—has been able to provide a course of study that is of sufficient length to develop a tangible amount of fluency in the students who are enrolled.

Wilmar Engel, who has taught French at Tracy for the past 16 years, reports that, in general, the curriculum stresses writing, speaking, and listening, although reading is also part of each course. Because the program prefers to develop and refine language skills via culture and conversation rather than exposing the students to literary texts, the more active skills are emphasized. From the beginning of the first course, students are given opportunities to practice writing and speaking on a variety of culturally oriented issues that take the form of reports. In Level II, topics related to this ongoing exposure to cultural patterns and heritage include forms of French transportation, aspects of French schools, and differences betweeen the provinces of Normandy and Brittany. Students are responsible for both oral and written versions of their research, and, in addition, must be able to prepare an *hors d'oeuvre* for a typical

French meal. Level III topics include oral presentations and written reports on the châteaux of the Loire valley, aspects of four cathedrals, and types of French music. In the first three levels, French instruction at Tracy is based on *Son et sens* and *Scènes et séjours* and is designed to develop practical skills.

A major component of success at Tracy is the senior travel program to France.

The senior year of French culminates in a sixteen-day trip to France, including a six-day homestay with a French family. Through the International Student Exchange in Excelsior, Minnesota, the travel program gives students the opportunity to apply the skills they have learned. In fact, the entire course of study is designed to prepare the students for an intensive experience with the target language and culture.

For the past seven years this trip has been a major motivational factor in attracting and retaining students in the French program at Tracy High School. Usually 20 to 25 students out of a Level IV class of thirty qualify for the trip, based on test results from an examination given by ISE. To prepare his students for travel abroad, Mr. Engel holds seminars that comprise the curriculum of French IV. Included are in-depth considerations of French family life, money customs, geography, and history. These mini-courses provide the students with enough information on French cultural life so that they can derive maximum benefit from the experience of travelling abroad. Upon their return from France, students spend up to three weeks intensively discussing and evaluating their individual experiences, reactions, and criticisms. Such a follow-up ensures that the students profit to the greatest extent possible, while making the instructor aware of how this already quite successful component of the Tracy French program can be improved.

The trip abroad has involved the community.

It is a tribute to the success of the French program—and to the students' boundless enthusiasm—that various fund-raising activities enable the department to pay part of each student's expense. The program is thus able to cut the $800 price tag of each trip through a series of four events during the year, including selling campaigns on Box Car Day and Labor Day, that ultimately raises $275 for each of the participating students.

One of the nicest results of the spring travel program is the amount of community support it has evoked. The townspeople have been most generous in buying buttons and other items for sale, and some have even provided jobs for French students who, as a result, are sometimes able to pay all of their expenses. Returning students show their appreciation for such marvelous support by speaking to various civic groups about their experiences in France. Such cooperation has thus evolved into a mutually beneficial relationship, of which students and community alike are proud.

At Tracy the teacher is indispensable.

It is an index of the program's splendid administrative support that the spring travel component has been formally integrated into the Level IV French curriculum. However, the most important element of the success story at Tracy is its lone teacher, Wilmar Engel. For many years he has been striving to build a language program to accommodate the special needs of his students. It was he who designed Tracy's responsive curriculum, providing interesting and valuable courses of study for students who do not necessarily intend to go to college. It is he who manages the spring travel program while teaching six classes, most of which have 25 or more students. The successful language program at Tracy is ultimately a function of his dedication, tenacity, and hard work.

The French program at Tracy High School is successful precisely beacuse it addresses the needs of the students in that community, while providing them with an authentic opportunity to utilize the skills they have learned. Specifically:

(1) the curriculum has been designed to further the development of skills that relate directly to a practical, concrete use of the language;
(2) the program has a strong cultural dimension that the students find appealing;
(3) a travel abroad program offers major incentive for enrolling and continuing in the language;
(4) community support helps to make the program's extensive fund-raising efforts a success;
(5) the French teacher is capable of developing a high degree of proficiency in his students while at the same time helping them to refine their skills in terms of concrete situations that have immediate practical value.

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West Branch High School
West Branch, IA

West Branch, Iowa, is a small (pop. 1,500), rural farming community known principally as the birthplace of Herbert Hoover and site of the Herbert Hoover Memorial Library. There is one elementary school, one junior high, and West Branch Senior High, which has 285 students. The single language offered in the high school is Spanish, with a complete I-IV sequence and a compulsory six-week exploratory course in eighth grade. The high school itself offers a comprehensive course of study with strong vocational and agronomic components; about 25 percent of the students plan to attend college.

The Spanish program at West Branch is remarkably successful: in an era of declining enrollments and budgetary cutbacks, it is not only surviving but flourishing. Nearly one-third of all high school students are enrolled in Spanish and attrition is amazingly low; almost 45 percent of the students who begin in grade nine complete the sequence—and 50 percent of all ninth graders take Spanish. If enrollment and retention are valid indicators of success, then the language program at West Branch is exemplary.

Such striking success is unquestionably due to the efforts of the single Spanish teacher, David Schmidt. His is an especially instructive success story: when he began teaching at West Branch some ten years ago, he soon discovered that the audiolingual-based texts were real impediments to learning the language, the cause, in his and his students' opinion, of apathy, confusion, and declining enrollments. Schmidt accordingly decided that new, more accessible textbooks were necessary. When the administration turned down his budgetary request but allowed him to develop some of his own materials, he and his students decided to develop their own texts and ancillary materials. Schmidt writes:

> *With that vague permission, my students and I set about to evaluate the program. We highlighted the negative and positive aspects of the A-LM program with renewed interest. What was interesting, fun, or worthwhile was retained. What was boring, confusing, or of unclear value was scrutinized and questioned. Little by little, it became apparent to me that there could be many less painful ways to instill and maintain an interest in learning Spanish and many more exciting ways to make the language work for the students.*

What was missing from the original texts, according to Schmidt, "was the emotional identification that a textbook fails to provide." In a word, the students found the published materials sterile and alienating, and "expressed a strong desire to have a text that was their text; one that they could keep and refer to forever . . . personal material that they could write in, seek out, or amplify if the need arose." Schmidt's students wanted texts that were challenging but practical, substantial but personal.

To meet these needs, Schmidt developed a series of Spanish packets. He explains:

> *The packets represent an open letter from me to my students that require four years of study to complete. As the students in the program progress, each packet and supplement become the personal property of the students. All material in the packets follows a slow, careful, and logical progression from the most basic to the more sophisticated. As each new skill is learned, the students are given a variety of opportunities to prove to themselves and me that they understand. All this is available for an annual budget of less than $175.00.*

What Schmidt developed in the summer of 1973 has grown to become the entire Spanish program at West Branch High School. The packets that make up the program are witty, highly personalized dialogues with the students, illustrated with clever drawings that encourage the students to visualize concretely syntactical and lexical items, while encouraging active and extemporaneous use of Spanish. Such an emphasis on the practical use of the language through acquisition of communicative skills is constant through the four-year packet system. While not entirely repudiating a traditional approach to learning a language, the program encourages and even requires experimentation, leading the students to learn and use Spanish in a practical, creative way.

The exciting part of Schmidt's program is that it works so well: at West Branch High School the Spanish program is clearly an integral part of the school curriculum, not merely an option for academically inclined, college-bound students. Furthermore, the students are genuinely enthusiastic about studying Spanish and this is reflected in their impressive proficiency in the language.

The audiolingual method has been modified and highly personalized.

Despite Schmidt's avowed repudiation of the audiolingual method, his approach is primarily audiolingual, with a strong situational emphasis and an insistence that a substantial part of class time be spent using the target language (there is no language lab).

The classroom setting at West Branch is wonderfully conducive to studying a language.

One is simply not prepared for the surprise of stepping into Mr. Schmidt's classroom: the whole front wall framing the blackboard (commonly referred to as "the Wall") is covered by an extremely attractive series of drawings. This mural sets the tone of the class, announcing in no uncertain terms that this class is something special: intimate, personal, and fun. At the same time, the Wall suggests the uniqueness and imaginativeness of studying a language. The bright colors and clever, humorous drawings are both engaging and reassuring, and impart to the physical classroom space an atmosphere of trust and security. Most of all, the Wall signifies Schmidt's highly personalized, creative approach to teaching Spanish, and the pedagogical possibilities of the mural are obvious as well. The Wall offers endless opportunities to discuss—and visualize—the concrete and the abstract, animals, nature, and the weather, as well as feelings and even states of mind.

The emphasis at West Branch is on the practical.

Such thinking is reflected in the packets as well: Schmidt's approach stresses, as we noted above, the practical use of Spanish, with an emphasis on the gradual acquisition of knowledge through logical presentation of material from the simplest to most difficult; at the same time the approach provides the students with frequent opportunities to check their comprehension, evaluate themselves, and see concretely what they have learned and how it applies to the world around them. Schmidt ensures that his students will have a solid background in the essentials of the language and a sense of security about what they are doing. For example, the packets are carefully coordinated so that a given assignment will itself contain the answers to questions that will be asked in the next lesson. This creates a framework for success and continual progress, while encouraging a relaxed atmosphere that induces more rapid retention of class material.

The on-site visit

The successful realization of this approach was strikingly evident in our classroom visits. All six classes were of a high quality, the students almost uniformly enthusiastic and active in their attempts to use the target language. In Level I students began with a discussion about the weather, which was greatly enhanced by frequent references to the Wall, as well as to pictures of landscapes affixed to the bulletin board. After briefly reviewing how to tell time, Mr. Schmidt divided the class into three groups and handed out packets to each; the packets contained a newspaper, bus and airline schedules, and a sheet of questions in Spanish that the students were to answer in fifteen minutes. The students were expected to work together, answering such questions as "¿A qué hora empieza el baile del Highlander Inn el día de San Patricio?" and "¿A qué hora sale el avión (airplane) de Cedar Rapdis y viaja a Dallas/Fort Worth?"

We found the two Spanish I classes rather eloquent proof of Schmidt's approach: the emphasis in the classroom is constantly on the practical use of the language. Further, the students in both classes did very well on the packet exercise—most claimed that writing in Spanish was much easier than skimming through a long newspaper! After the students exchanged and corrected their papers, Schmidt sent them home with the assignment to derive intuitively all present indicative forms of a new verb, with the hints that it was slightly irregular and took a stem change. It was clear that the students' creativity and ability to work inductively in the language were constantly being challenged.

Spanish II was similarly impressive—as in Spanish I, the teaching was dynamic and creative, and the students responded in kind. After reviewing new points of grammar and vocabulary, the students assembled in the back of the room where a model town was set up. As the teacher retold in outline form the plot of Galdos' *Marianela*, the students assumed, little dolls in hand, the roles of the players, acting out the story and answering simple questions in Spanish. Because Schmidt was careful to narrate and frame his questions with an eye to the assigned grammar and vocabulary, he was able to drill and reinforce vocabulary in a situational, active way, subtly returning to topics that were assigned that day. The students we spoke with after class were particularly enthusiastic about having the opportunity to make practical use of what they had learned in a personal, positive way.

Imaginative, engaged teaching is of critical importance in West Branch.

In general, the success of the West Branch Spanish program mirrors, in an extreme way, an important commonality of all successful programs: dynamic, creative teaching. In the case of the West Branch program, success is directly a function of the imagination and tenacity of David Schmidt; the program is his creation and thus reflects his philosophy of teaching as well as his educational values. As in many successful programs, success at West Branch is the direct result of the willingness to take a chance on improving language teaching and thereby better accommodating students' needs and interests, even, in this case, if it means totally redesigning the existing curriculum.

Creatively written packets are the core of this successful program.

Such thinking is crystallized in the packet system, certainly a major component of the success of the program. Like most language methodologies, that of Level I seeks to provide a firm foundation in Spanish by presenting the students with a thorough working vocabulary within the context of the present indicative tense. In Levels I and II in particular, the approach involves giving answers first and then asking questions. Schmidt's approach radically diverges from that of a textbook-oriented method in its emphasis on dialogue between teacher and students, and its emphasis on inductive reasoning. For example, after the students learn foods (by basic groups) and interior and exterior parts of a house in Units I and II, they complete Unit III by answering questions such as: What kinds of foods do you put in the refrigerator? in the stove? in the oven? in the cupboard?

"This process of questions and answers," according to Schmidt,

> *provides the students with a sense of self-confidence and achievement which, in turn, encourages them to be more creative and original. It is important from the start for the students to be aware of the role they play in their education.*

Schmidt ensures accountability and hence success by including in the packets activity booklets designed to accompany each unit; the booklets often go beyond the basics of the units, thus giving the students the opportunity to put their recently acquired knowledge to immediate practical use. Then they are given a test. Afterwards the students write an evaluation of the unit, which, along with the activity packet, is sent home with the teacher's own evaluation. This has been an especially gratifying—albeit time-consuming—aspect of the program; the parents clearly appreciate such regular assessment of their children's work, and the students themselves enjoy having the chance to demonstrate what they've learned and even to show off.

Level II essentially adheres to the same structure while expanding vocabulary and introducing new points of grammar. Like those in the Level I program, the Level II packets demand the students' creativity and active use of Spanish. They are, for example, asked to write short stories, the best of which are selected to be illustrated and become a permanent part of the Level II packet. In the spring at the end of Level II, all students are required to give a ten-minute talk on a topic of their choice, an event that is judged by the teacher and members of the Spanish IV class; students presenting talks must receive an aveage grade of "C" or better to be able to continue in Spanish III. Besides furthering the sense of community in the West Branch program, this presentation offers proof to the students who pass that they can function effectively in the language and that they are now ready for Spanish III and IV.

In the advanced courses the students' use of Spanish continues to be practical and creative.

This is precisely what happens in the third and fourth year. Like most third-year language courses, Level III is designed to increase both active vocabulary and facility in the language; the emphasis in Schmidt's program, however, remains on the practical. Level III is divided into three parts: a section on adjectives, a unit on perception and prepositions, and a section on role-playing. The last of these provides the culmination—and practical application—of what the third-year students have mastered; topics include visits to the doctor and travel agent, arrest and trial, marriage and (possibly) divorce, not to mention one packet that requires inventing a country, producing a detailed map, and relating its history. Such emphasis on concrete situations encourages the students to use the language extemporaneously and creatively, and by this point they are well prepared for the task. Toward the end of the year each student is required to write a report in Spanish on a topic of his or her choice, gleaned from the Spanish encyclopedia, which the student will present individually to the teacher for comment and discussion. Such individual contact with the teacher gives the students an intensive experience in functioning in the target language, while providing the teacher with an objective sense of how far each of his students has progressed since the oral presentation given the year before.

Spanish IV offers both a practical and literary exposure to drama. The students begin by reading plays written in years past by other West Branch students, thus building a wider and more specialized vocabulary, while seeing videotapes of individual productions. Then as a class project, the students select a short story that has never been produced and adapt it for the stage, writing dialogue, blocking out scenes, and casting it. In December they perform the new play for the other Spanish students in the school. After Christmas the course turns to more academic pursuits with the study of several Spanish plays and an overview of Spanish literary history.

In the spring the students take their now familiar play on the road to area schools, a tour that culminates with the play's performance in the Hoover Presidential Library Auditorium for parents, students, and staff; here the play is videotaped for posterity. The year ends with a final packet on comparative Romance Linguistics, designed to allow the students themselves to infer linguistic connections between French, Spanish, Italian, and Portuguese; Schmidt hopes this last packet will encourage his students to continue their language study.

The Spanish program as defined by the packets is, however, by no means the whole story, for the packets are not ends in themselves but rather the means to an end: getting the students to use the language actively and autonomously. Various activities that Schmidt incorporates into the packet system help to encourage natural and independent use of the language, and this is further enhanced by Schmidt's engaging, creative teaching. Furthermore, the emphasis on the practical and the dramatic ensures that the students will acquire real proficiency in the language rather than merely the ability to make a conditioned response.

In the effective implementation of this approach, classroom atmosphere plays a critical role. We have already noted the appearance of the classroom itself, obviously a decisive factor in creating a milieu conducive to learning a language. Yet the most important factor in this regard is undoubtedly the teacher himself: David Schmidt, through his creativity and infinite capacity to enliven and at the same time humanize the study of a language, is the essential component of success of the Spanish program at West Branch High School.

Few of us as teachers have the time or talent, as David Schmidt had, to replace texts with our own creations. Yet his experience offers a valuable lesson for all of us: textbooks are not sacrosanct—they are to be argued with, supplemented, and modified as the need arises. Spanish is thriving at West Branch High School because its language program addresses, in a personal and imaginative way, the needs and interests of the students in that community. These students are exposed to teacher-prepared materials in a positive, practical manner that promotes the students' success; the system consistently makes clear what students can expect to learn, as it gives them the opportunity both to demonstrate that knowledge and to evaluate the degree of their own success. Students learn Spanish in an inductive, sometimes intuitive, but always practical way that relies heavily on concrete, situational activities that ensure the students' continued success. In summary, the program's achievement can be attributed to the following:

(1) The Chairman has introduced a highly personalized packet system. As an alternative, one could supplement classwork with simple packets on topics such as medicine, law, etc., that the students can complete individually or as a group.

(2) The target language is constantly used both actively and creatively, e.g., students write, adapt for the stage, and ultimately perform their own stories. Teachers could have their students write and adapt such stories for the stage, and then take time to have them performed.

For more information, please, contact: *David Schmidt, Foreign Language Chairman, West Branch High School, Box 429, West Branch, IA 52358. Telephone: 319/643-5323.*

Winston Churchill High School
Potomac, MD

If you visit Winston Churchill Senior High School in Potomac, Maryland, you might just see a man wearing a black T-shirt emblazoned with "Imported Two-Finger Tequila." The proud owner of this cultural artifact is David Roos, Chairman of the language program at this suburban school. Roos radiates energy and enthusiasm, and the T-shirt is emblematic of the prevailing mood of the language department, which is at once highly convivial and accessible, and eminently professional. The chairman in fact attributes a large measure of his program's success to the personalities of its individual teachers: he feels that

> *the warmth, sense of humor, and other personal traits of the teacher are the keystones that will either build or destroy a foreign language program.*

Roos' opinion about success is certainly an authoritative one. Not only does the Winston Churchill program have the largest student population (over 65 percent) of any of the Washington-area high school programs—its enrollment actually increased by five percent in 1979-80 in six levels of French and Spanish, and four of Latin and German. Even more impressive is the distribution of these enrollments: because many students enter Winston Churchill with two years' study of French or Spanish, and because the program is able to interest and accommodate them, better than 40 percent of the language students are enrolled in Level IV or above, despite the fact that languages are elective at Winston Churchill.

The school, whose student body numbers about 1,600, is located northwest of Washington, D.C., one of twenty-one senior high schools in a large district whose population exceeds 100,000. Primarily employed in white-collar jobs, the families of Winston Churchill students are generally affluent: 85 percent have an average yearly income of $30,000 or more. With 90 percent of its students planning to attend college, Winston Churchill is unequivocally college-preparatory. In fact, the language department at Winston Churchill has the only full Advanced Placement program in French and Spanish language and literature in the area. It is a measure of the quality of language instruction in the school that more than 90 percent of those taking the Advanced Placement examinations receive some form of college credit.

At Winston Churchill the language staff cultivates a rapport with the students.

Roos is justifiably proud of the close relationship he and his staff have developed with the student body. The prevailing attitude of the department is one of intense responsiveness, an attitude that is clearly manifested in the departmental newsletter, distributed to all students and parents, which describes the program, details the rationale for studying a language, and includes capsule biographies of the language staff. What Roos and the staff have in effect created is an "open door policy." "While the doors of the other departmental offices throughout the building are closed to the students," the Chairman notes, "ours is always open with a teacher available to talk to interested students." In other words, the program is readily accessible to the students, and that open door subtly delineates the perceived relationship betweeen the staff and its clients. Quite simply, it suggests that the language program at Winston Churchill has been cerated—and exists—for the benefit of the students.

The open door policy at the school is not just a literal fact—it is an all-pervasive state of mind among the staff of eleven, whose participation in over a dozen school activities includes sponsoring the Pom Pom Squad to coordinating the Bridge Club. Such extensive involvement provides an impressive index of their commitment to the totality of school life. David Roos puts it very well: "Our students see us as more than language teachers: we are an important part of the total school program." The importance of this thoroughgoing immersion in school life, and with it the highly personalized approach to teaching a language, cannot be overemphasized. In embracing these precepts, the Winston Churchill staff implicitly acknowledges a truism of student behavior: students often take the teacher, not the subject, as a remark in one of the language program evaluations tends to confirm: "I'm not here because of the language, but because of the quality of the teachers."

The Winston Churchill staff is firmly committed to accommodating a broad spectrum of students.

Complementing the rapport the staff cultivates with the students is its resolve to make languages attractive to a large segment of the student body, not just to the intellectual élite. The staff's attitude is at once pragmatic and egalitarian: since languages are as important as required subjects, the program should encourage the continued participation of all students, regardless of whether or not they do well. "Students are not counseled out of English if they receive a poor grade," the chairman notes. "Why should foreign language be any different?" The language teachers at Winston Churchill are thus committed to meeting the challenge of working with students of varying abilities, and for this reason, according to Roos, "the study of a foreign language at Churchill is viewed as an integral part of the curriculum by the student body," doubtless one of the major reasons for the program's high enrollments.

The concept of accommodation is reflected in an innovative curriculum.

The program is able to combat attrition by offering a number of options for advanced language study in its long sequences in French and Spanish. In addition to the popular Advanced Placement language and literature classes, Churchill has for the past few years offered a rotating series of fifteen one-week courses which includes Spanish cooking, History of French, Everyday Conversation, and Sports in the Spanish-Speaking World. In 1979-80 these classes were integrated as units into the regular advanced course of study.

Implicit in such imaginative curricula is a genuine responsiveness to students' needs as they relate to language study: proficiency and pragmatic knowledge of culture. These curricular revisions are in fact indicative of the flexibility, accessibility, and innovation that characterize language instruction at all levels in the Winston Churchill language program. Such a commitment to innovation and high instructional standards was recently recognized by the Exxon Educational Foundation, which selected Winston Churchill to join the University of North Carolina in pilot-testing a new beginning Spanish program that uses videotapes to expose students to a variety of skits, movies, etc., and thereby stimulates the active and extemporaneous use of the target language.

Curriculum and methodology at Winston Churchill mandate the active, creative use of the respective languages in a practical, concrete way.

The unifying principle of the courses mentioned above involves an enlightened pragmatism and commitment to providing an authentic experience with the target languages. The staff is firmly resolved to help students develop facility and confidence in using the language, and they make no apology about diverging from strictly academic activities in order to achieve this goal. Roos, who is frequently given to rhetorical flourishes, asks,"Wouldn't six weeks of French cooking, French art, or the study of Spanish-speaking countries stimulate more interest than a review of past subjunctive in contrary-to-fact sentences?"

It is a tribute to the creativity of the staff that they manage to develop in their students solid linguistic proficiency while avoiding much of the mind-numbing drudgery associated with language study. The staff is constantly at work developing innovative teaching strategies that emphasize the active use of the language. For this reason games form an important part of the curriculum: Spanish classes occasionally troop outside to play baseball games conducted entirely in Spanish, and the staff often uses foreign language versions of Monopoly and Scrabble to vary the routine of classroom instruction.

Inasmuch as foreign films offer an important and authentic experience with language and culture, students are shown feature-length French and Spanish movies at the end of every grading period. In addition to its undeniable authenticity, this popular feature is particularly valuable because it affords students the opportunity to study a foreign film as a group, thus helping to reduce the inevitable frustration of trying to follow the narrative of native speakers. Providing authentic experiences with the target languages has quite logically resulted in a yearly excursion to France and Spain for the students.

The staff's interest in career education is an important extension of their commitment to teaching the practical and concrete. They have all been active in assembling and disseminating to their classes pertinent information about languages and careers, and each year one teacher is given a reduced load so that he or she can research and develop new materials for this fast-growing and increasingly important component of the Winston Churchill language program. As such, it is another example of the staff's responsiveness: in a 1979-80 survey of Spanish students, fifty percent indicated that they were enrolled because of the inherent career possbilities of that language.

At Winston Churchill the language staff takes an interest in the student "as a person, not just as a foreign language student." That black tequila T-shirt and the baseball games in Spanish are indicative of a highly personalized, responsive approach to teaching languages that students find irresistible — they are attracted to the program and they stay in it. In concrete terms, the success of the Winston Churchill program can be attributed to the following:

(1) the staff makes a concerted effort to develop a good rapport with the students;
(2) accommodation of a broad spectrum of the student body is central to the prevailing instructional philosophy of the language program;
(3) the teachers strive to provide opportunities for the students to use the respective target languages in a creative, active, and authentic way;
(4) there are several options for advanced study in French and Spanish.

For more information, please contact: *David Roos, Winston Churchill Senior High School, 11300 Gainsborough Road, Potomac, MD 20854. Telephone: 301/469-8300.*

Woodlawn High School
Arlington, VA

The H.B. Woodlawn School, located in suburban Arlington, Virginia, provides an alternative to public secondary education. Although it is part of the public school system and thus open to any student desiring admittance, Woodlawn has consciously rejected traditional regimentation in favor of many innovative techniques including the open classroom. In keeping with the general philosophy of the school, students are encouraged to work independently at their own pace in an intimate and rigorous atmosphere. The result for language studies has been at once iconoclastic and breathtakingly successful.

Students are ranked on a scale of one to ten in terms of their ability to work independently, the highest being a "10." They are then offered a variety of courses which in general comprise six levels of French, four of German, three of Spanish, and two of Latin. In the modern language courses there are also mini-courses for native speakers of those languages who wish to become bilingual. Grouping is determined by the students' respective independence quotient, and within this context Woodlawn students are encouraged to work at their own rates. There have been instances where a student will take three years to complete Level I while another might—and this past year one student did—finish three levels in seven months. In general, about 80 percent of the students complete one level per year, but this reflects the students' motivation and independence rather than any predetermined policy. The instructional emphasis at Woodlawn is on the development of linguistic proficiency, not simply on the quantity of work a student accomplishes in one year.

In terms of enrollments the program is unequivocally successful: 66 percent of the students are involved in language study, which is elective. This represents an increase of nearly 20 percent in the past year. Further, 19 percent are enrolled in two different languages. The completion rate of all language sequences has increased by nearly 20 percent in the past year. The Woodlawn students invariably do well on standardized tests: the mean CBAT achievement score for 1980 is nearly 600. Our own observation of the dazzling linguistic facility in many of the classes further indicates that the program is highly successful in its attempt to develop real proficiency in its students. The Woodlawn language program, however, is not easy to categorize. Implicit in its philosophy—and that of the school as a whole—is a willingness to encourage diversity rather than uniformity among the students. The fact that it cannot be readily labelled is one of the program's characteristic strengths: its committed accommodation of individual rates and styles of learning.

At Woodlawn, flexibile scheduling is a key.

Although the junior high program is seven years old, it was only recently combined with its high school counterpart. The implementation of a self-paced, individualized approach has been possible because of a flexible scheduling system which is based upon a standard school day of 15 thirty-minute modules. The flexibility of the approach is further enhanced by the existence of an International Laboratory for Foreign Language Study which consists of learning stations designed for language activities in French, German, and Spanish; here the students come several times a week to work independently or in groups.

The Woodlawn approach, which initially stresses communicative competence, involves quite intensive, regular classroom work coupled with closely supervised individual and group activities in the lab. While maintaining concurrent membership in their "home" schools, many Woodlawn students, especially the younger ones, work within the framework of a contract system adjusted to fit their independence quotient. There are no guidance counselors at Woodlawn. In keeping with the highly personal, intimate atmosphere of the school, each teacher acts as an advisor for about twenty students, counselling each one on all aspects of his or her program of study.

The on-site visit

All the classes we visited were an intellectual adventure, for us as well as for the students. However, inasmuch as French is the oldest and most highly refined sequence, we have chosen to devote most of our discussion to a description of the successful features of this specific sequence. The general orientation, pedagogical thrust, and instructional quality is similar in the German and Spanish sequences, though specific courses are themselves less fully developed.

The second-year French class that we visited was bustling with activity and excitement. The group was made up of students primarily in grades 8, 9, and 10, with several seventh-graders who had completed Level I and were thus eligible for Level II work. We arrived just at the conclusion of a presentation on adverbial directives, and the class was getting ready for a game.

It is the language department's policy to provide, upon completion of a grammatical topic, immediate practical application of the concept presented, and we had an opportunity to observe this principle firsthand as the students broke into groups to complete a treasure hunt that required them to apply what they had learned about adverbial directives to the very practical business of beating their competitors to the treasure. Everyone worked in a flurry of excitement. After making their way through a maze of directions that incorporated the directives, one of the liveliest groups jubilantly announced that they had found the treasure and were given their reward: small pieces of hard candy. That even the losers visibly enjoyed the opportunity for such active, practical use of the language explains in part the popularity and effectiveness of the Woodlawn language program.

We found the format of a French I class especially intriguing. This class counsisted of seventh, eighth, and ninth graders who had begun their programs at various times during the year and were thus at different points in the first-year program. We observed their supervised lab period, which consisted of a variety of individual and group activities. In one corner of the room a group of six students was rehearsing a melodrama, written the week before, involving an outbreak of familial jealousy that results in at least two murders. Using telephones as props, they vigorously practiced their lines, which turned out to be written in flawed but perfectly understandable French. The teacher made her way over to them and quickly corrected—in French—their rather venial mistakes; she then made several suggestions regarding the staging of the playlet, and together they fixed a date by which the piece would be ready for performance before the entire class.

In the area adjacent to the mini-theatre, another group identified as having difficulty inflecting adjective-noun combinations was drilling from a worksheet that was keyed to magnetic cards the students took turns affixing to the blackboard; at the end of the activity those who felt they had made up the deficiency went to take a test, while the others were assigned further review. In another section of the center advanced students were tutoring (as part of their contract) first-year students who were having trouble with verb tenses, while the teacher herself worked individually with a student who needed help mastering "-ir" verbs. All in all, this practicum worked very well as a kind of workshop where the students reviewed, refined, or expanded skills related to material that had been introduced during the four half-hour weekly sessions. We were also interested to learn that 60 percent would complete the Level I course objectives and be eligible for French II by the end of the year.

It is a tribute to the program's pluralistic emphasis that even a very traditional section of beginning French (grades 7-11) is included in the curriculum. Students in this course have very structured homework assignments and regularly scheduled tests, and work primarily from the textbook and accompanying workbook. The course is comprised primarily of those students who rank on the lower end of the scale in terms of independence, or who simply prefer to learn a language in a regimented, highly structured fashion. That such a class exists affords a valuable insight into the commitment to accommodation that makes the program as a whole so successful. While independence is encouraged and considered ideal, students who are not independent workers are nonetheless offered an alternative to self-paced instruction: a very traditional beginning language class.

Français avancé—a nuts-and-bolts approach to advanced language study. Students in Levels IV, V, and VI are all grouped together into a class called Français avancé, the high school component of the Woodlawn program that is only two years old. In this course the students work both individually and as a group, with the goal of becoming fluent speakers of the language. The course of study in Français avancé is based on an in-depth examination of a wide range of cultural, historical, and literary topics from the seventeenth, eighteenth, nineteenth, and twentieth centuries. The active use of the language is mandated through reports, projects, etc. When we visited, the students had just completed an interdisciplinary course in French on Impressionism which enlisted the services of the program's history and art teachers, and had included several trips to the National Gallery in Washington, DC, to study firsthand some of the paintings under discussion. Later that week a special group in Français avancé interested in literature was to make its way through the rigors of the ***explication de texte*** in a special semester seminar in modern French poetry taught by a local college professor whom the French teacher had invited.

Français avancé combines many of the features that make the program at Woodlawn so successful: the high degree of flexibility of scheduling means that a variety of student interests and schedules can be accommodated. In this way the appeal of language study is broadened immensely, and word soon gets around that not only can students attain proficiency in the language in a reasonably short time, but they can also pursue their own interests to the limits of their independence. The formal provision for these options has made the program an incontrovertible success.

While most language programs do not have the luxury of such flexible scheduling, they can profit from a number of lessons Woodlawn staff has learned. The success of the language department stems in part from this all-embracing commitment to flexibility, coupled with a requisite emphasis on independence and resolve to define the pace of a class in those terms. In this way the program can effectively address the disparate needs of a substantial segment of the school population. In concrete terms this entails the following:

(1) the staff reevaluated the goals set for the course and decided they wanted the students to develop a strong speaking knowledge of the target languages;
(2) the content of each course is thus carefully varied to prevent its being predictable;
(3) the teachers teach to the ability level and interest area of the majority of the students in the class; this has helped to blunt attrition;
(4) the instructors recognize different learning styles and rates, and structure individual work assignments accordingly;
(5) the teachers exploit the potential sense of community in their classes, enlisting the more capable students to help the less proficient;

For more information, please contact: *Mary B. Flynn, H.B. Woodlawn Program, 4100 Vacation Lane, Arlington, VA 22205. Telephone: 703/525-7500.*

Xavier High School
New York, NY

Located in a peaceful neighborhood in the Chelsea section of New York City, just north of the West Village, Xavier High School is a private, college preparatory boys' school run by the Jesuit order. Founded in the mid-nineteenth century, the school has an enviable reputation for high academic standards and intellectual rigor, qualities traditionally associated with the instructional philosophy of the members of the Society of Jesus.

The demographics associated with the school are rather interesting. Not surprisingly, its clientele is 90 percent urban. The median income of the students' families is only $20,000, but the school's financial aid policy is a rather generous one: nearly 30 percent of the young men who are academically talented receive some form of scholarship. Inasmuch as 76 percent of the students are White, 14 percent Hispanic, 6 percent Black, and 4 percent Oriental, the school achieves a realistic balance of ethnic groups. Parents' occupations are primarily white-collar.

The instructional quality of the language program at Xavier is thoroughly consonant with the school's and the Order's reputation. To begin with, the size of the language department is striking: 14 teachers are responsible for staffing complete sequences of French, German, Italian, Latin, and Spanish. In addition, there are two levels of Greek, and students may elect Russian or Roumanian as tutorials. Also included in the Xavier curriculum are a number of important options for accelerated work. Four year's study of a language is required, although it is possible—and linguistically talented students are encouraged—to take three years each of two languages. About 20 percent of the Xavier students elect this option.

Furthermore, there is a strong Advanced Placement program, with preparatory courses for examinations in Spanish language and literature, French language, and Latin language; just this past year (1979-80) Xavier was one of a handful of schools to institute the newly conceived Advanced Placement course in German language. As linguistic proficiency is a primary goal at Xavier, the program includes an international exchange program that enables students to spend five to eight weeks at Jesuit secondary schools in France, Germany, or Italy.

Because language study at Xavier is required, measures such as enrollment and competition ratio help very little in assessing the program's success. Certainly one indication of the program's vitality is its showing in local, state, and national competitions and examinations: Xavier's performance is invariably salutary. Pages could be written about their success in—even domination of—contests at all levels. For the past three years Xavier has won the Iona College competition, a local writing and speaking contest. This year the language program also received the James E. Allen Distinguished Foreign Language Program Award given by the New York State Association of Foreign Language Teachers.

Such smashing success at the local and state levels extends to the national AAT contests, where for the last five years Xavier has captured first places in French, German, and Italian. In addition, Xavier students always score well above the median on New York State Regents Examinations in languages, and this past year in the American Classical League National Latin Contest, 26 of the 35 participating Xavier students scored above the national average.

Perhaps the most impressive example of Xavier's preeminence in contests is the case of an Xavier student of Italian who was competing in a declamation contest at New York University. The director of an Italian television production firm present at the contest was so impressed with this student's recitation of a poem in both Italian and Abbruzze dialect that he decided to endow the school with a modest cash prize for excellence in language.

The program has improved the standard curriculum by offering a number of options for accelerated study.

What seems like a fairly standard course of study at Xavier turns out to be a flexible, innovative program that provides talented students with several avenues for rapidly gaining competence in two languages. The sense of tradition at Xavier is a strong one—its language program has after all existed since the founding of the school in 1847. Yet a real openness to innovation is evident in the various curricular provisions for remedial and accelerated work.

Students are tracked in each language on the basis of Pimsleur scores. The first few weeks of all beginning language classes, however, are devoted to a general introductory language course which presents the rationale for language study and attempts to give, in overview, insights into language as a means of communication. As such, this introductory course plays an essential role in smoothing the way for the student's successful acquisition of a second language.

Equally intriguing and most effective—20 percent of the students study two languages or more—is Xavier's special provision for learning a second foreign language: eleventh graders can begin an accelerated Russian or Greek sequence that covers three years of work in two, while seniors may elect an intensive Italian course that covers two years' work and entitles them to six college credits. Innovations are not, however, geared only to the academically talented. Beginning Spanish students with Hispanic backgrounds are placed in "Native Spanish;" all others are enrolled in a special year-long Latin course designed to give them a strong background in grammar and syntax; as tenth graders, they then complete two years' work in Spanish. The provision for a number of different options is a manifest indication of both the seriousness and the quality of the language program at Xavier.

An obvious strength of the Xavier program is its pluralistic approach to teaching.

The instructional approach at the school can best be described as eclectic.

Classroom instruction at Xavier runs the gamut from very traditional to a modified audiolingual, audiovisual approach. For example, we observed German II students performing sight translations of rather complex German and English sentences with great facility, while in French I, ninth graders responded quite promisingly to a modern audiolingual slide presentation that introduced new vocabulary items in situational terms.

Though understandably skeptical about pedagogical fads, the Xavier staff is open to any approach that is consistent with their goal of rapidly developing a student's linguistic proficiency. Throughout the program the Xavieran spirit of intellectual inquisitiveness and commitment to using the target languages produce quite impressive results. The young men we chatted with expressed pride in being Xavier students and told us they found the extremely challenging curriculum to be stimulating.

The instructional atmosphere at Xavier is disciplined but not authoritarian: as our visit confirmed, the spontaneity with which the students responded complemented rather well the seriousness of the language instruction. To cite one revealing example: in a German II class that had been given the words *Luft* and *Waffe*, two of the students managed successfully to combine them as *Luftwaffe*, and then jubilantly began strafing one another in the manner of fighter planes. There is, in short, ample provision for lightheartedness at Xavier, and it serves as an important counterpart to the intellectual rigor that characterizes the language program's unequivocal success.

Test data, competition results, the degree of proficiency we observed during our on-site visit leaves no doubt that the language program at Xavier is a highly successful effort of considerable scope and salutary quality. The program's success can be thus summarized:

(1) curricular innovations at Xavier offer students of all capabilities a number of options for rapidly and effectively learning one or more languages;
(2) the program systematically equips its freshmen with a solid general linguistic background before they begin the study of the language itself;
(3) the program's strong emphasis on competition affords students frequent opportunities to use the language in tangible, rewarding ways;
(4) the program's study abroad program provides an opportunity for total linguistic immersion that furthers both proficiency and cultural understanding;
(5) the staff's commitment to using the target language as much as possible in the classroom ensures the rapid development of linguistic proficiency.

For more information, please contact: *Reverend Anthony Aracich, S.J., Department of Foreign Languages, Xavier High School, 30 West 16th Street, New York, NY 10011. Telephone: 212/924-7900.*

Appendix A

SURVEY QUESTIONNAIRE

american council on the teaching of foreign languages, inc.
ACTFL
2 PARK AVENUE; NEW YORK, N.Y. 10016 212-689-8021

Dear Sir or Madam:

Congratulations! Your language program has been nominated to be part of an important survey funded by the U.S. Office of Education. This study, conducted by the American Council on the Teaching of Foreign Languages, Inc. (ACTFL), seeks to identify fifty of the most successful language programs in secondary schools, and yours may be among those ultimately selected. The final product of our study, a sourcebook of program profiles, will be made available to the teaching profession at large, so that pertinent aspects of these exemplary programs can be duplicated nationwide, commonalities for success can be identified, and enrollments can thereby be increased.

We are enclosing a questionnaire that we ask you to fill out and return by . Should your program be selected, we may contact you for more information. Please note that you may choose to describe your language program in one of three categories: 1) a course sequence, 2) a school-wide program, or 3) a district-wide program. Please also keep in mind that all language programs, including ESL and Bilingual, are eligible. FLES programs will be considered, with the provision that they demonstrate proven coordination with a secondary program.

This project is critically important for the furtherance of language studies in America, and you have a vital role to play in its implementation. Your nomination clearly reflects your commitment to excellence in secondary education. Please show your support for language teaching by completing and returning the enclosed questionnaire by

Once again, congratulations on being nominated to take part in this important study.

Thank you for your participation and support.

Yours sincerely,

Sandra B. Hammond
Sandra B. Hammond
Project Coordinator

WDSims-Gunzenhauser
William D. Sims-Gunzenhauser, Ph.D.
Project Director

cc: C. Edward Scebold

POLICY STUDIES IN EDUCATION
NEW YORK, NEW YORK

SURVEY OF SUCCESSFUL LANGUAGE PROGRAMS

In completing this questionnaire, you may choose to describe your successful language program in one of three categories:

- **a *course sequence* (i.e., French I, II, III, IV, and V);**
- **a *school-wide* program (i.e., French, German, Spanish, and ESL courses taught in *one school*); or**
- **a *district-wide* program (i.e., French, German, Spanish, Russian, Latin, and ESL courses taught in *more than one* school in the district).**

Which language program are you describing? (Check *one*.)

________ Course sequence—What language and levels?

____

________ School-wide program—What grades are included?

____

________ District-wide program

Your name: ________________________________
Position: ________________________________
School name (if applicable): ________________________________
School district name: ________________________________
School address: ________________________________
____
School telephone number: ________________________________
Home telephone number: ________________________________

9/79

SCHOOL/SCHOOL DISTRICT BACKGROUND INFORMATION

- If you are applying as a *successful course sequence* or *school-wide program*, answer in the *"school"* column.
- If you are applying as a *successful district-wide program*, answer in the *"school district"* column.

1. What types of communities do you have? (Check as many as apply.)

	School	School district
Rural		
Small town		
Suburban		
Urban		

2. Approximately what is the ethnic composition of your students and their families? (Please *estimate* if data are unavailable.)

	School	School district
Black	%	%
Hispanic	%	%
Oriental	%	%
White	%	%
Other (specify)	%	%
TOTAL	100%	100%

3. Approximately what is the total annual income of the families of your students? (Please *estimate* if data are unavailable.)

	School	School district
Under $10,000	%	%
$10,000-$19,999	%	%
$20,000-$29,999	%	%
$30,000 or more	%	%
TOTAL	100%	100%

4. Approximately what is the distribution of occupations of the parent(s) of your students? (Please *estimate* if data are unavailable.)

	School	School district
White collar workers	%	%
Blue collar workers	%	%
Farmers	%	%
Welfare/itinerant/not regularly employed	%	%
TOTAL	100%	100%

5. Approximately what is the highest level of education achieved by the parent(s) of your students? (Please *estimate* if data are unavailable.)

	School	School district
Elementary school	%	%
High school diploma	%	%
Bachelor's degree	%	%
Graduate degree	%	%
TOTAL	100%	100%

6. Approximately what is the total community population of your school district? (Check one. If you are answering for a *private school*, skip this question.)

_______ Under 2,500
_______ 2,500-9,999
_______ 10,000-24,999
_______ 25,000-99,999
_______ 100,000-499,999
_______ 500,000-999,999
_______ 1,000,000 or more

7. How many schools are in your school district? (Fill in the *number* of schools and *grades* included. If you are answering for a *private school*, skip this question.)

_______ Elementary (grades _____ to _____)
_______ Middle (grades _____ to _____)
_______ Junior high (grades _____ to _____)
_______ Junior-senior high (grades _____ to _____)
_______ Senior high (grades _____ to _____)
_______ Other (grades _____ to _____)

8. How many full-time professional personnel were employed in 1978-79? (Fill in the *number* employed.)

	School	School district
Teachers		
Administrators and central office staff		
TOTAL		

9. What was your total enrollment in 1978-79 by grade? (Fill in the *number of students* enrolled by grade level where appropriate to your school or school district.)

	School	School district
K		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
TOTAL		

10. What was the annual per pupil total expenditure *in your school district* for all purposes, current and capital) in 1978-79? (If you are answering for a *private school*, skip this question.)

$______ per pupil

11. Approximately what percent of your graduating seniors went on to college (two-year and four-year) in 1978-79? (Fill in the approximate *percent*.)

School or high school your students attend	School district
%	%

LANGUAGE PROGRAM BACKGROUND INFORMATION

12. Fill in the language enrollments for 1978-79 by language for those languages taught.

FRENCH
1978-79

GRADE	LEVEL I (first year studying the language)	LEVEL II (second year)	LEVEL III (third year)	LEVEL IV (fourth year)	LEVEL V (fifth year)	LEVEL VI (sixth year)	TOTAL
6							
7							
8							
9							
10							
11							
12							
TOTAL							

GERMAN
1978-79

GRADE	LEVEL I (first year studying the language)	LEVEL II (second year)	LEVEL III (third year)	LEVEL IV (fourth year)	LEVEL V (fifth year)	LEVEL VI (sixth year)	TOTAL
6							
7							
8							
9							
10							
11							
12							
TOTAL							

ITALIAN
1978-79

GRADE	LEVEL I (first year studying the language)	LEVEL II (second year)	LEVEL III (third year)	LEVEL IV (fourth year)	LEVEL V (fifth year)	LEVEL VI (sixth year)	TOTAL
6							
7							
8							
9							
10							
11							
12							
TOTAL							

LATIN
1978-79

GRADE	LEVEL I (first year studying the language)	LEVEL II (second year)	LEVEL III (third year)	LEVEL IV (fourth year)	LEVEL V (fifth year)	LEVEL VI (sixth year)	TOTAL
6							
7							
8							
9							
10							
11							
12							
TOTAL							

RUSSIAN
1978-79

GRADE	LEVEL I (first year studying the language)	LEVEL II (second year)	LEVEL III (third year)	LEVEL IV (fourth year)	LEVEL V (fifth year)	LEVEL VI (sixth year)	TOTAL
6							
7							
8							
9							
10							
11							
12							
TOTAL							

SPANISH
1978-79

GRADE	LEVEL I (first year studying the language)	LEVEL II (second year)	LEVEL III (third year)	LEVEL IV (fourth year)	LEVEL V (fifth year)	LEVEL VI (sixth year)	TOTAL
6							
7							
8							
9							
10							
11							
12							
TOTAL							

ENGLISH TO NON-NATIVE SPEAKERS
1978-79

	SPECIFY LEVELS (IF ANY)						TOTAL
GRADE							
6							
7							
8							
9							
10							
11							
12							
TOTAL							

____

(specify)
1978-79

GRADE	LEVEL I (first year studying the language)	LEVEL II (second year)	LEVEL III (third year)	LEVEL IV (fourth year)	LEVEL V (fifth year)	LEVEL VI (sixth year)	TOTAL
6							
7							
8							
9							
10							
11							
12							
TOTAL							

____
(specify)
1978-79

GRADE	LEVEL I (first year studying the language)	LEVEL II (second year)	LEVEL III (third year)	LEVEL IV (fourth year)	LEVEL V (fifth year)	LEVEL VI (sixth year)	TOTAL
6							
7							
8							
9							
10							
11							
12							
TOTAL							

____
(specify)
1978-79

GRADE	LEVEL I (first year studying the language)	LEVEL II (second year)	LEVEL III (third year)	LEVEL IV (fourth year)	LEVEL V (fifth year)	LEVEL VI (sixth year)	TOTAL
6							
7							
8							
9							
10							
11							
12							
TOTAL							

13. Are languages required of your students?
_______ No
_______ Yes—Describe those requirements briefly.
____
____
____
____

14. By the time they graduate, approximately what percent of your students have studied *more than one* language (not counting their native language)?

_______% who studied *more than one* language

15. How many full-time and part-time *teachers* and *paraprofessionals or volunteers* were employed in your language program in 1978-79?

LANGUAGE	NUMBER OF TEACHERS		NUMBER OF PARAPROFESSIONALS/ VOLUNTEERS
	Full-time	Part-time	
French			
German			
Italian			
Latin			
Russian			
Spanish			
English to non-native speakers			
Other (specify)			
Other (specify)			
Other (specify)			
TOTAL			

16. Are *combined* language classes taught (i.e., more than one language or more than one level) in one classroom period?

_______ No

_______ Yes—Approximately how many were taught in 1978-79?

_______ number of classes of more than one *language*

_______ number of classes of more than one *level*

_______ other (specify) ____

17. How has your language *enrollment* (relative to total enrollment) *changed* in the past 10 years?

_______ It has increased dramatically.

_______ It has increased some.

_______ It has stayed about the same.

_______ It has decreased some.

_______ It has decreased dramatically.

18. How has your language *completion rate* (students who complete the entire sequence of courses in one language compared to all students who took the first year of that language) *changed* in the past 10 years?

_______ It has increased dramatically.

_______ It has increased some.

_______ It has stayed about the same.

_______ It has decreased some.

_______ It has decreased dramatically.

19. Do your language students participate in local, regional, state, or national language competitions?

______ No

______ Yes—Specify the competitions.

How do your students usually place in those competitions?

20. How do your students typically score on national (e.g., College Board Achievement Tests) or state-wide language tests (*if* your students take national or state-wide language tests)?

______ Students do *not* take national or state-wide language tests.

______ Data are *not* available.

21. Approximately how many years has your language program been in existence?

______ number of years

22. Please list any publication(s) where your program has been—or will be—described.

23. Please include any supporting document(s) (e.g., statement of goals and objectives, curriculum guide) that will assist us in evaluating your program.

SUCCESSFUL FEATURES

In order to gain a more thorough understanding of your language program, ACTFL would like you to *describe* the particular features of the program which make it successful. We have enclosed a *SAMPLE* profile of one department chairperson's idea of a successful language program. Yours might be similar or *quite different*.

In your description, you may select some of the features listed below or your may describe others we haven't mentioned, *but please include at least three in your profile*. Limit yourself to features you think truly explain why the program is such a success. Your profile may be either typed or handwritten.

Remember: The ideas offered below are simply illustrations provided to stimulate your own thinking about your own program. *Use them or not* as seems appropriate to your program.

Curriculum and Instruction

Curriculum

- Are goals and objectives especially clear?
- Do they provide smooth transitions from level to level?

. . . REMEMBER: THESE ARE JUST ILLUSTRATIONS . . .

. . . REMEMBER: THESE ARE JUST ILLUSTRATIONS . . .

- Were all teachers involved in developing these goals and objectives?
- Do you have a curriculum guide with learning activities to match these goals and objectives?
- Do you have exams (or other evaluation procedures) to match these goals and objectives?
- Are teachers provided with release time or extra pay to revise the curriculum?

Teaching Approaches

- Do you use special motivational techniques?
- Have you individualized language teaching?
- Are students allowed to concentrate on a particular language skill they want to learn (e.g.,speaking vs. reading)?
- Do you require students to speak the target language in class?
- Do you use any special combination of language, literature, and culture?
- Is the program an interdisciplinary effort?

Teaching Materials

- Do teachers use an unusual array of materials?
- Do teachers make their own materials?
- Do teachers seek out realia from other cultures or bring back products from their own travels to use in class?
- Do native speakers bring demonstration materials when visiting classes?
- Do teachers use any special techniques for getting more mileage out of available materials?

Out-of-Class Activities

- Do you encourage or sponsor travel or study abroad for your students—either during summers or during the school year?
- Are language clubs part of the extracurricular program?
- Are weekend camps or similar immersion experiences provided for your students?
- Do you help students to locate summer jobs or activities where they can use their language?

Staff

Personal Qualities of Teachers

- Are teachers unusually dynamic?
- Are teachers notably bright and inquisitive?
- Do teachers show exceptional concern for the students they teach?
- Is there a sense of high morale among teachers?
- Are there mechanisms for promoting communication among teachers?
- Are teachers native speakers?

Professional Qualities of Teachers

- Did teachers have especially good preservice training, such as an unusually positive student teaching experience?
- Have most of the teachers studied abroad or in other cultural areas?
- Do most of the teachers speak fluently the languages they teach?
- Have teachers had many years of teaching experience?
- Are teachers engaged in professional activities, such as active membership in professional associations?

. . . REMEMBER: THESE ARE JUST ILLUSTRATIONS . . .

. . . REMEMBER: THESE ARE JUST ILLUSTRATIONS . . .

Inservice Training for Teachers

- Are teachers provided with frequent inservice training in both language content and teaching approaches?
- Do teachers receive salary or graduate credits for their inservice participation?
- Is inservice training conducted in the target language?
- Is inservice training of high quality in terms of usefulness to teachers?

Course Schedules and Teaching Assignments

Scheduling of Courses

- Do language classes meet every day?
- Is scheduling of special full-day activities in the target language feasible?
- Is scheduling sufficiently flexible to allow students to move at their own pace (for instance, completing two years of a language in one year)?
- Do you allow for course options (e.g., a one-semester elective in culture or a one-semester elective in literature) in addition to regular full-year courses?

Teaching Load

- Do teachers teach more than one language?
- Do teachers teach more than one level of a given language?
- Do teachers teach combined classes (either more than one language in the classroom at a time or more than one level of a language in the classroom at a time)?
- Do teachers teach subjects other than languages?

Size and Composition of Classes

- Are class sizes held below 25 students in all levels?
- Are students grouped by language proficiency or abililty?
- Are advanced classes offered even though fewer than 10 students are interested in them?
- Are special arrangements made for one student who wishes to study at a very advanced level of a language?

Students

Characteristics of Students

- Do your students have unusually high academic abilities?
- Are they unusually motivated to study languages?
- Do an unusually high proportion plan to go to college?
- Do many of them come from families who speak a native language other than English?

. . . REMEMBER: THESE ARE JUST ILLUSTRATIONS . . .

. . . REMEMBER: THESE ARE JUST ILLUSTRATIONS . . .

Administration

Administrative Support

- Do administrators express support of the language program at school board meetings, PTA meetings, student assemblies, or other public gatherings?
- Do administrators provide special facilities or scheduling arrangements to facilitate language teaching?
- Do administrators participate in inservice training for language teachers?
- Do principals and central office administrators who do not specialize in languages work with language teachers in public relations activities for their programs?
- Do teachers have access to a language specialist or coordinator in the central office?

Community

Use of Community Resources

- Do teachers relate the language being taught to everyday life in the community?
- Do teachers actively solicit community support for the language program?
- Do teachers use native speakers from the community to enrich language instruction in the classroom?
- Do parents of language students offer time, money, or materials to help?
- Do community employers provide internships for students who speak another language?)
- Do community employers host field trips to explain the importance of languages in their companies and organizations?

Facilities

Special Facilities

- Do all students make use of a language laboratory?
- Does the library have audiotape or videotape playing equipment for students to use conveniently?
- Are special community facilities available for students to use in studying languages?
- Do local radio or television stations broadcast programs in many languages?

Evaluation

Evaluation Procedures

- Are several grading methods used in language courses (e.g., letter grades, numerical grades, pass-fail option)?
- Is a standardized student testing program offered or required to assess student performance in comparison with your state or the nation?
- Are methods of evaluation other than testing used?
- Do students evaluate their own work?
- Do students evaluate their language courses?

. . . REMEMBER: THESE ARE JUST ILLUSTRATIONS . . .

Appendix B

LIST OF PARTICIPANTS IN THE SUCCESSFUL PROGRAMS PROJECT

Abington Heights Middle School	Clarks Summit, PA
Academy of the Holy Angels	Demarest, NJ
Akron Public Schools	Akron, OH
Amherst-Pelham Regional School District	Amherst, MA
Apple Valley High School	Apple Valley, MN
Ardsley High School	Ardsley, NY
Arlington Central High School	Pleasant Valley, NY
Baldwin High School	Baldwin, NY
Beaver Country Day School	Chestnut Hill, MA
Beaverhead County High School	Dillon, MT
Bellevue High School	Bellevue, WA
Bergenfield High School	Bergenfield, NJ
Bismarck High School	Bismarck, ND
The Blake Schools	Minneapolis, MN
Blue Valley Unified School District	Shawnee Mission, KS
Brattleboro Union High School	Brattleboro, VT
Brecksville High School	Brecksville, OH
Burnsville-Eagan-Savage School District	Burnsville, MN
Cazenovia Junior-Senior High School	Cazenovia, NY
Cedar Falls High School	Cedar Falls, IA
Central High School	Little Rock, AR
Charlotte-Mecklenburg Schools	Charlotte, NC
Cherry Creek High School	Englewood, CO
Choate Rosemary Hall School	Wallingford, CT
Classical High School	Providence, RI
Concord High School	Wilmington, DE
Coronado High School	Lubbock, TX
Cortez High School	Glendale, AZ
Cranston West High School	Cranston, RI
Cupertino High School	Cupertino, CA
Dunbar Junior High School	Little Rock, AR
Dwight-Englewood School	Englewood, NJ
El Paso Public Schools	El Paso, TX
Fairfax County Public Schools	Falls Church, VA
Farmingdale High School	Farmingdale, NY
Fayetteville High School	Fayetteville, AR
Flathead High School	Kalispell, MT
Fort Johnson High School	Charleston, SC
Fort Worth Independent School District	Fort Worth, TX
The Friends School	Baltimore, MD
Fulton County School District	Atlanta, GA

Glastonbury High School	Glastonbury, CT
Grand Ledge High School	Grand Ledge, MI
Great Falls High School	Great Falls, MT
Greater Egg Harbor Regional High School District	Mays Landing, NJ
Green Mountain High School	Lakewood, CO
Grove City High School	Grove City, OH
Gulf Comprehensive High School	New Port Richey, FL
The Harvard School	North Hollywood, CA
Henrico County Public Schools	Highland Springs, VA
Hinsdale Central High School	Hinsdale, IL
Highlands Junior High School	La Grange, IL
Hubert Olson Junior High School	Bloomington, MN
Indian Hill Elementary School	Milwaukee, WI
Irving Public Schools	Irving, TX
Jefferson County Public Schools	Birmingham, AL
Jefferson County Public Schools	Lakewood, CO
Joel Braverman High School	Brooklyn, NY
Kellogg Senior High School	Roseville, MN
Kenston High School	Kenston, OH
Lake Oswego School District 7	Lake Oswego, OR
Lakeland High School	Minocqua, WI
Lakewood School	Ann Arbor, MI
Lee High School	Marianne, AR
Lexington Public Schools	Lexington, MA
Lexington Senior High School	Lexington, NC
Lincoln High School	Portland, OR
The Lincoln School	Providence, RI
Lindenhurst High School	Lindenhurst, NY
Little Rock Public Schools	Little Rock, AR
Los Angeles Public Schools	Los Angeles, CA
Lower Moreland School District	Huntingdon Valley, PA
Lyons Township High School	La Grange, IL
McClintock High School	Tempe, AZ
Melrose Public Schools	Melrose, MA
Middlesex Junior High School	Darien, CT
Midland Independent School District	Midland, TX
Millard School District	Omaha, NE
Mount Pleasant High School	Wilmington, DE
Needham Public Schools	Needham, MA
New Albany-Floyd County School District	New Albany, IN
Newton South High School	Newton Center, MA
Nicolet High School	Glendale, WI
Niskayuna High School	Schenectady, NY
Norman High School	Norman, OK
Normandy High School	Parma, OH

Northland High School	Columbus, OH
North Tonawanda High School	North Tonawanda, NY
Norwalk Public Schools	Norwalk, CT
O'Connell Junior High School	Lakewood, CO
Okemos High School	Okemos, MI
Old Trail School	Bath, OH
Ordean Junior High School	Duluth, MN
Palatine High School	Palatine, IL
Parkersburg High School	Parkersburg, WV
Parkview High School	Little Rock, AR
Parkway School District	Chesterfield, MO
Penfield High School	Penfield, NY
Phillips Academy	Andover, MA
Pickerington High School	Pickerington, OH
Plymouth Junior High School	Plymouth, MN
Port Huron Northern High School	Port Huron, MI
Prince George's County Public	Upper Marlboro, MD
Prince William County Public	
Schools	Manassas, VA
Schools	
Princeton High School	Cincinnati, OH
Public Schools of Edison Township	Edison, NJ
Raleigh Egypt High School	Memphis, TN
Reno High School	Reno, NV
Riverhead Central Schools	Riverhead, NY
Saint Joseph Academy	Green Bay, WI
Scarsdale High School	Scarsdale, NY
School District of Philadelphia	Philadelphia, PA
Sentinel High School	Missoula, MT
Seymour Community High School	Seymour, WI
Sheridan High School	Sheridan, WY
Shoreham-Wading River School District	Shoreham, NY
Skyline High School	Dallas, TX
South Eugene High School	Eugene, OR
Southview High School	Sylvania, OH
Southwest High School	Kansas City, MO
Southwest Junior High School	Forest Lake, MN
The Springside School	Philadelphia, PA
Stratford Public Schools	Stratford, CT
Toll Gate High School	Warwick, RI
Tracy High School	Tracy, MN
Trinity-Episcopal High School	Richmond, VA
Tucson Public Schools	Tucson, AZ
Two Harbors High School	Two Harbors, MN
Uni High School	Urbana, IL

Upper Saint Clair School District	Upper Saint Clair, PA
Virginia Beach CityPublic Schools	Virginia Beach, VA
Volusia County Schools	Daytona Beach, FL
Wadsworth Senior High School	Wadsworth, OH
Walnut Hills High School	Cincinnati, OH
Wappingers Central School	Wappinger Falls, NY
Washington Township School District	Indianapolis, IN
Weber High School	Ogden, UT
Webster City High School	Webster City, IA
West Branch High School	West Branch, IA
West Hartford Public Schools	West Hartford, CT
Weston High School	Weston, MA
The Wheatley School	Old Westbury, NY
Winona Senior High School	Winona, MN
Winston Churchill High School	Potomac, MD
Woodlawn High School	Arlington, VA
Worthington High School	Worthington, OH
Xavier High School	New York, NY
York Community High School	Elmhurst, IL

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